UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

May 1, 2019

Katherine Anthony, Esquire
American Oversight
1420 K Street, N.W., Suite 800
Washington, D.C. 20005-2507

Re: *American Oversight v. U.S. Department of Commerce, et al.* – Botel Calendar
Civil Action No.: 1:18-cv-00534-KBJ
FOIA Request No.: 18-00235-F

Dear Ms. Anthony, Esquire:

Enclosed please find one (1) CD that contains the deleted calendar entries as well as the calendar attachments. This disk was inadvertently left out of April 24, 2019's production.

I have verified that you have now received all documents responsive to the above-captioned FOIA Request. If you have any questions, please feel free to contact me at (202) 401-6607.

Best,

Karen L. Mayo-Tall, Esquire
Agency Counsel

cc: James Luh (2 CDs)

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	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject MEET: McKenzie Snow
Location Jason's Office 3W315
Attachments McKenzie Snow_resume Sept. 2017 (1).pdf
Show Time As Busy
Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: Letter-Murray/Scott Comments
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Letter-Murray/Scott Comments
Purpose: To discuss next steps for letter 17-015179, regarding Murray/Scott comments.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

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Siry, Melissa <Melissa.Siry@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Rinkus, Christopher (Christopher.Rinkus@ed.gov) <Christopher.Rinkus@ed.gov>	Optional

---

Time 12:00 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 12:40 PM
Subject Clearance Time w/ Monique
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:45 PM – 1:00 PM
Subject Jason/ Weekly Update
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:45 PM – 1:15 PM
Subject Foxx call on havasupai issue
Location call

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Show Time As Tentative

All, below are the talking points we can use for the call today based on what we discussed yesterday. Feel free to chime in if I missed something.

Kim R,
do you want to lead off the discussion and Ruth and Matt can jump in? Happy to proceed however you prefer. Nana, I'd appreciate it if you could please join just to address potential legal questions if they arise and will forward you the meeting invite momentarily.

Thanks, Kim ZB

Talking points:

Our role is to monitor BIE's fiscal and programmatic systems, and we have several tools with which to conduct our monitoring.

We don't look at school systems, that's the BIE's job.

But if we find that BIE's systems are not robust enough and they're not doing their job, we have enforcement tools.

OSEP monitors the BIE's compliance with IDEA in a variety of ways, including: the State Performance Plan/Annual Performance Reports (SPP/APR) and determinations; special conditions; Corrective Action Plan (CAP); and regularly scheduled phone calls.

These tools look at both fiscal and programmatic issues. We are happy to provide more detail about these tools if you would like.

In addition to these tools, there are other ways in which issues come to our attention – including media reporting.

OSEP is working to schedule a call with BIE next week.

OSEP will discuss the allegations regarding the Havasupai with the BIE and take appropriate actions. These actions may include some or all of the following: 1) provide technical assistance on how to address the chronic problems in delivering special education and related services; 2) require correction of any identified non-compliance; and 3) require periodic reporting on progress.

OLCA will be glad to provide an update after OSEP and BIE connect.

Attendees

Name <E-mail>	**Attendance**
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Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
Stein, Charlotte <Charlotte.Stein@ed.gov>	Required
Schneer, Matthew <Matthew.Schneer@ed.gov>	Required
Deutsch, Nancy <Nancy.Deutsch@ed.gov>	Required
Little, Nana <Nana.Little@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject Meet with 2017 School Ambassador Fellows
Location 5E335
Attachments Bio document for web.docx
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional

Time 1:30 PM – 3:00 PM
Subject Celebrate Monique! (Farewell to Dr. Monique M. Chism)
Location WDCFB6-3C100
Show Time As Busy

Colleagues,

I am sad to announce the pending departure of our colleague, Dr. Monique Chism, the Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education. Monique's last official day will be on September 30, 2017. As you know, Monique has been a great colleague, leader, thought partner and contributor to our mission at ED for over five years, leveraging her past experiences as an educator, consultant and state education administrator, which has helped her bring a refreshing perspective and relevance to the work we do. While losing her from ED is a big loss indeed, I am happy that Monique will be continuing in education-related work. She has accepted a position at the American

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Institutes for Research as a Vice-President for Policy, Practice, & Systems Change. I have no doubt that she will have an indelible presence there, just as she has had such significant impact and influence here at ED.

We are hosting a dessert reception to honor Monique and to allow for the staff and others around ED to share well wishes with her. The reception will be held on next Thursday, September 28, 2017, between 1:30-3:00 p.m., in OESE, Conference Room 3C100.

Thanks,

MW

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov" mark.washington@ed.gov

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Coley, Jerine <Jerine.Coley@ed.gov>	Required
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	Smith, Richard <Richard.Smith@ed.gov>	Required
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	Eichner, Jill <Jill.Eichner@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Required
	Jung, Britt <Britt.Jung@ed.gov>	Required
	Butler, Angela <Angela.Butler@ed.gov>	Required
	Pasternak, Sharone <Sharone.Pasternak@ed.gov>	Required

Time 1:30 PM – 3:00 PM
Subject RSFLG Meeting - 2017 Hurricanes
Location (b)(6)

Attachments Agenda-RSFLG9-28-17.pdf
Slides-RSFLG Meeting 9-28-17.pdf
Show Time As Tentative

Good Afternoon,
Please see the agenda and slides below for tomorrow's meeting. Also, please note that the meeting will be 1:30-3:00 p.m. EDT.
Sincerely,
RSFLG Secretariat
Interagency Coordination Division
Field Operations Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) HYPERLINK "mailto:RSFLG@fema.dhs.gov"RSFLG@fema.dhs.gov
Klt

Attendees

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RSFLG <rsflg@fema.dhs.gov>	Organizer
Bennett, Gerilee <Gerilee.Bennett@fema.dhs.gov>	Required
Leger, Angelina <angelina.leger@fema.dhs.gov>	Required
Lewis, Albie <Albie.Lewis@fema.dhs.gov>	Required
Alejandro Contreras <Alejandro.Contreras@sba.gov>	Required
Amaglio, Alessandro	Required

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Travis, Alexandra <alexandra.travis@fema.dhs.gov>	Required
Barnhart, Alonna <alonna.barnhart@fema.dhs.gov>	Required
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Smith, Amanda <amanda.smith@fema.dhs.gov>	Required
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Bernie Minakowski (bernie.minakowski@gsa.gov) <bernie.minakowski@gsa.gov>	Required
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Haywood, Robert A <Robert.Haywood2@fema.dhs.gov>	Required
Brett Armstrong (brett.armstrong@gsa.gov) <brett.armstrong@gsa.gov>	Required
Parsons, Brian S <Brian.Parsons@HQ.DHS.GOV>	Required
Willsey, Brian <Brian.Willsey@fema.dhs.gov>	Required
Montemayor, Bruce <bruce.montemayor@fema.dhs.gov>	Required
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Heltsley, Charles <Charles.Heltsley@fema.dhs.gov>	Required
Taylor, Cindy <Cindy.Taylor@hq.dhs.gov>	Required
Brown, Cliff <Cliff.Brown@fema.dhs.gov>	Required
Curran, Ben <Ben.Curran@fema.dhs.gov>	Required
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Allen1, David <david.allen@fema.dhs.gov>	Required
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Denise Matthews (Matthews.Denise@dol.gov) <Matthews.Denise@dol.gov>	Required
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Miles, Erin <Erin.Miles@fema.dhs.gov>	Required
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French,Katrina <KFrench@cns.gov>	Required
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Porinchak, Brandon R <Brandon.R.Porinchak@hud.gov>	Optional
Blake Velde <blake_Velde@ios.gov>	Optional
Neipert, Jeanine <Jeanine.Neipert@fema.dhs.gov>	Optional
Coutts, Allison <Allison.Coutts@fema.dhs.gov>	Optional
Kuhn, Alana <alana.kuhn@fema.dhs.gov>	Optional
Rhodes, William <William.Rhodes@fema.dhs.gov>	Optional
Phillips, Meredith <meredith.phillips@fema.dhs.gov>	Optional
Botelho, Michael - RD, North Ft Myers, FL <michael.botelho@fl.usda.gov>	Optional

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Friday, September 29, 2017

Time 9:00 AM – 9:30 AM
Subject BRIEFING: Ascend Indiana
Show Time As Busy

Jason Kloth Bio
President and CEO, Ascend Indiana

Jason Kloth joined the Central Indiana Corporate Partnership (CICP) in July 2015 and serves as President and CEO of Ascend Indiana. The initiative is a cross-sector, industry-led organization that collaborates with employers, education, and community partners to identify and address challenges within the talent pipeline.

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Prior to joining CICP, Kloth led the City of Indianapolis Office of Education Innovation (OEI) as the deputy mayor of education under Mayor Greg Ballard. Before joining the Mayor's office, Kloth held a variety of senior positions at Teach For America. He most recently served as the organization's senior vice president of Public Affairs and as the founding executive director of Teach For America-Indianapolis. Kloth began his career teaching 6th grade in the Rio Grande Valley of Texas, where his peers elected him Teacher of the Year.

Kloth serves on the boards of Teach For America-Indianapolis, EmployIndy and the United Negro College Fund.

Kloth holds a B.A. degree from the University of Illinois at Urbana-Champaign.

Ascend Indiana
Ascend Indiana exists to give every Indiana employer access to the skilled workforce necessary to thrive, and every Indiana citizen the opportunity to pursue a meaningful career path. Ascend Indiana is a catalyst across industry sectors to help connect the supply of skilled talent to demand from employers through proven, scalable programs and innovative solutions. The organization collaborates with corporate, education, and community partners to identify and address challenges within the talent pipeline.
http://ascendindiana.com/about

Butler University Partners w/ Ascend-9/26/17
https://thebutlercollegian.com/?p=29982

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 9:45 AM
Subject Indiana Education Landscape Discussion
Location Jason Botel to call Jason Kloth at (b)(6)
Show Time As Busy

On Aug 24, 2017, at 11:00 PM, Jason Kloth <HYPERLINK "mailto:jason.kloth@gmail.com" jason.kloth@gmail.com> wrote:
Thank you for the introduction, Anne.

Jason,

It is nice to meet you. Of course, I would be happy to connect whenever convenient for you.

Caitlin (copied) will work with the appropriate person to find a time.

AMERICAN OVERSIGHT

Looking forward to it,

Jason

On Thu, Aug 24, 2017 at 10:08 PM, Mahle, Anne <HYPERLINK "mailto:anne.mahle@teachforamerica.org" anne.mahle@teachforamerica.org> wrote:
Hi Jason –
I hope that you and the family are having an awesome summer! I'm excited to connect you with Jason Botel, who as you likely know is leading ED's office of elementary and secondary education as the Acting Secretary. He and I were talking about various state landscapes and I thought that you would have some great perspective and wisdom to lend to him. I also think that the two of you would really like one another.

Jason B, Jason Kloth is on vacation right now with his family, but I am sure that he will get back to you as soon as he is back in town.

I will let the two of you take it from here.
Cheers,
Anne

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Jason Kloth <jason.kloth@ascendindiana.com>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject COFFEE: Lea Crusey
Location Starbucks
Show Time As Busy

(b)(6)

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: PHONE CALL: Texas Education Agency-Mark Baxter
Location Jason WILL CALL Mark (b)(6)

AMERICAN OVERSIGHT

Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Texas Education Agency-Mark Baxter
Purpose: At the Commissioner's request to discuss the impact of Hurricane Harvey on the accountability system for the coming year. They wanted to get JB's take on the need for potential waivers as it relates to identifying comprehensive support campuses for this school year.
Date: September 29th 11AM Eastern

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEETING: Phillip Lovell
Location WDCFB6-3W336
Show Time As Busy

Meeting Name: MEETING: Phillip Lovell
Date: Sept 29th 11:30AM-Noon
Location: WDCFB6-3W336

ATTENDEES
Phillip Lovell, Vice President, Policy Development and Government Relations

Lindsay Dworkin, Director, Policy Development and State Government Relations

Rachel Bird Niebling, Director, Policy Development and Federal Government Relations

Nikki McKinney, Director, Policy Development and Federal Government Relations
Dr. Monica Almond, Senior Policy Associate

PROPOSED AGENDA ITEMS
HYPERLINK "https://all4ed.org/essa/essa-in-your-state/"ESSA Equity Dashboards
HYPERLINK "https://all4ed.org/wp-content/uploads/2017/08/DiplomaPathways-8-30.pdf"Paper Thin? Why All High School Diplomas Are Not Created Equal
HYPERLINK "https://banks.house.gov/sites/banks.house.gov/files/documents/2017.09.18%20Letter%20to%20Secretary%20DeVos.pdf"IN Letter on Graduation Rates

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Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time 1:00 PM – 2:00 PM
Subject HOLD - EOY Celebration/Retirement
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject MEETING: Puget Sound Educational Service District
Location WDCFB6-4C100
Attachments OESE Event Request Form- External PSESD 072617.docx
PSESD-Quick-Facts-FINAL_9.21.16-1.pdf
Show Time As Busy

Meeting Name: MEETING: Puget Sound Educational Service District
Purpose: PSED has worked closely with the Office of Innovation and Improvement over the last several years as a grant recipient, and would like to share lessons learned from implementing a regional approach to educational improvement across multiple school districts. They have used innovative approaches to diversity and equity, including partnerships between school districts and outside organizations. This has been a model of multiple sectors working together, in a new type of civic infrastructure, to achieve educational outcomes.
Date: Sept 29th 2PM-3PM
Location: WDCFB6-4C100

ATTENDEES
Jill Johnson, Board Chair
Terry Pottmeyer, Board Vice Chair
Vicki Asakura, Board Member
John Zurfluh, Board Member
John Welch, Superintendent
Jessica de Barros, Executive Director, Communications, Government & Public Relations

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MATERIALS PROVIDED BY PSED

MEETING REQUEST

CONTACT INFO
Jessica de Barros
Executive Director, Communications, Government & PR
Puget Sound Educational Service District
(b)(6)

HYPERLINK "mailto:jdebarros@psesd.org" jdebarros@psesd.org

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
WDCFB6-4C100 <WDCFB6-4C100@ed.gov>	Resource

Time 2:00 PM – 3:00 PM
Subject Friendly Reminder - Conf. Call to discuss ISMICC - Congressional Mandate
Location (b)(6)
Importance High
Show Time As Tentative

The purpose of this call is to discuss what your agency will be doing on this congressional mandate.

Categories Red Category

Attendees

Name <E-mail>	Attendance
McCance-Katz, Elinore (SAMHSA/OA) <Elinore.Mccance-katz@samhsa.hhs.gov>	Organizer
terry.a.adirim.civ@mail.mil <terry.a.adirim.civ@mail.mil>	Required
melissa.spencer@ssa.gov <melissa.spencer@ssa.gov>	Required

AMERICAN OVERSIGHT

Townsend, Kara (HHS/ASPE) <Kara.Townsend@hhs.gov>	Required
tracey.trautman@usdoj.gov <tracey.trautman@usdoj.gov>	Required
ralph.h.gaines@hud.gov <ralph.h.gaines@hud.gov>	Required
Brandt, Kimberly (CMS/OA) <Kimberly.Brandt1@cms.hhs.gov>	Required
Jackson, Karen E. (CMS/OA) <karen.jackson1@cms.hhs.gov>	Required
Gelzer, Heidi J. (CMS/OFM) <heidi.gelzer@cms.hhs.gov>	Required
McCarthy, John F. <John.McCarthy2@va.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
sheehy.jennifer.c@dol.gov <sheehy.jennifer.c@dol.gov>	Required
DeVoursney, David (SAMHSA) <David.DeVoursney@samhsa.hhs.gov>	Required
Everett, Anita (SAMHSA) <Anita.Everett@samhsa.hhs.gov>	Required
Lifshitz, Mariel (SAMHSA) <Mariel.Lifshitz@samhsa.hhs.gov>	Required
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Optional
Kapp, Mary C. (CMS/CMMI) <Mary.Kapp@cms.hhs.gov>	Optional
Beronio, Kirsten K. (CMS/CMCS) <Kirsten.Beronio@cms.hhs.gov>	Optional
Byrd, David J <David.J.Byrd@hud.gov>	Optional
Hill, Timothy B. (CMS/CMCS) <timothy.hill@cms.hhs.gov>	Optional
Mcloughlin, Kris (SAMHSA) <Kris.Mcloughlin@samhsa.hhs.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject Office Time

AMERICAN OVERSIGHT

Show Time As	Busy	
Categories	Yellow Category	
Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Calendar Calendar
Sunday, October 01, 2017 – Tuesday, October 31, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

October 2017

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Busy Tentative Out of Office Free Outside of Working Hours

October 2017

Sun, Oct 01

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Mon, Oct 02

Before 8:30 AM	**Free**
8:30 AM – 10:00 AM	**Free**
10:00 AM – 10:30 AM	MEET: Hawaii Assessment Waiver Jason's Office 3W315 Botel, Jason
10:30 AM – 11:00 AM	MEET: Check In w/ Lisa Jason's Office 3W315 Botel, Jason
11:00 AM – 11:30 AM	Office Time Botel, Jason
11:30 AM – 12:00 PM	**Free**
12:00 PM – 1:00 PM	Office Time Botel, Jason
1:00 PM – 2:00 PM	Happy (Fiscal) New Year Celebration! LBJ 5C100 McHugh, Erin

AMERICAN OVERSIGHT

■	2:00 PM – 3:00 PM	Cut the Red Tape: Eliminating Excessive Regulatory Burdens on Schools and Teachers Listening Session Secretary's Conference Room (OS Managed) DeVos, Betsy
□	2:00 PM – 3:00 PM	BRIEFING: Cut the Red Tape Botel, Jason
■	3:00 PM – 3:30 PM	Office Time-Do Not Move Botel, Jason
□	**3:30 PM – 5:00 PM**	**Free**
□	**After 5:00 PM**	**Free**

Tue, Oct 03

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 10:30 AM	MEET: OSS Policy Meeting-Reg/Alt Assessment Waiver Reg WDCFB6-3W336 McCampbell, Gregory
■	10:30 AM – 11:00 AM	MEETING: Bill Evers Jason's Office 3W315 Botel, Jason
□	**11:00 AM – 12:00 PM**	**Free**
■	12:00 PM – 12:30 PM	MEETING: Pam Allyn Follow Up US Dept of Education-Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:30 PM	School Choice - FY19 Budget meeting with OMB with Attachment (OMB Questions) 5C100 Navarro, Erica
■	1:30 PM – 2:30 PM	Other K-12 - FY19 Budget meeting with OMB with Attached Questions 5C100 Navarro, Erica
■	2:30 PM – 3:00 PM	MEET: CRDC and Nondiscriminatory Administration of School Discipline DCL Discussion Candice's Office-4E329 Botel, Jason
■	3:00 PM – 3:30 PM	Call w/ NGA re: ESSA State Plan Review Process (b)(6) Honeysett, Adam
■	3:30 PM – 4:00 PM	MEET: Innovative Assessment Demonstration Authority Jason's Office 3W315 McCampbell, Gregory
■	4:00 PM – 5:00 PM	Jason Off Site Botel, Jason
□	**5:00 PM – 5:15 PM**	**Free**

AMERICAN OVERSIGHT

☑	5:15 PM – 5:25 PM	Call w/ Josh (b)(6) Venable, Joshua
	After 5:25 PM	**Free**

Wed, Oct 04

	All Day	(b)(6) Washington, Mark
	Before 8:30 AM	**Free**
	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	BRIEFING: NSBA Botel, Jason
	10:00 AM – 10:30 AM	Meeting with Thomas Gentzel, Executive Director, National School Boards Association Office of the Secretary DeVos, Betsy
	10:30 AM – 11:00 AM	Office Time Botel, Jason
	11:00 AM – 11:30 AM	MEET: MI Deliberative Memo For Review Jason's Office 3W315 Botel, Jason
	11:30 AM – 1:00 PM	HOLD: Back Up Tech Reserve for Jason's Live Address WDCFB6-3W336 Botel, Jason
	12:00 PM – 12:30 PM	Tech Set Up Before Live Remarks Botel, Jason
	12:30 PM – 1:00 PM	EVENT: REMARKS: FedTA Day Live Web Address Botel, Jason
	1:00 PM – 1:30 PM	Office Time Botel, Jason
	1:30 PM – 2:00 PM	MEETING: AL Sen. Shelby Staff Jason's Office//Phone Call McCampbell, Gregory
	2:00 PM – 2:30 PM	MEETING: Foundation for Excellence in Education Jason's Office 3W315 Botel, Jason
	2:30 PM – 3:00 PM	Office Time Botel, Jason
	3:00 PM – 3:30 PM	**Free**
	3:30 PM – 4:00 PM	BRIEFING: Guidance Botel, Jason
	3:30 PM – 4:00 PM	MEET: Guidance Jason's Office 3W315 Botel, Jason
	4:00 PM – 4:30 PM	Call w/ FL Commissioner Pam Stewart

AMERICAN OVERSIGHT

	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Thu, Oct 05

	All Day	(b)(6)
	All Day	
	Before 8:30 AM	**Free**
	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	MEET: TX Waivers Jason's Office 3W315 Botel, Jason
	10:30 AM – 11:00 AM	MEET: JB & LR Jason's Office 3W315 Botel, Jason
	11:00 AM – 12:30 PM	**Free**
	12:30 PM – 1:00 PM	MEET: Crayola Art 5C108 Botel, Jason
	12:30 PM – 1:30 PM	Office Time Botel, Jason
	1:30 PM – 2:00 PM	MEETING: Follow Up Jason's Conference Line Botel, Jason
	1:45 PM – 2:00 PM	Liz / jason call reporter 3w315 Botel, Jason
	2:00 PM – 2:30 PM	MEET: Jason and Porscheoy Jason's Office 3W315 Botel, Jason
	2:30 PM – 3:00 PM	MEET: Informational Interview Jason's Office 3W315 Botel, Jason
	3:00 PM – 3:15 PM	**Free**
	3:15 PM – 3:30 PM	Phone Call with Jennifer McCormick, Superintendent of Public Instruction, Indiana (b)(6)
	3:30 PM – 4:00 PM	**Free**
	4:00 PM – 4:30 PM	MEET: Jason & Denisha Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

AMERICAN OVERSIGHT

Fri, Oct 06

All Day	(b)(6)
Before 8:30 AM	
8:30 AM – 9:00 AM	
9:00 AM – 10:30 AM	Ramirez, Lisa
9:15 AM – 9:30 AM	Jason/Weekly Update 7W315 Venable, Joshua
10:00 AM – 10:30 AM	MEETING: Lucie Tredennick Jason's Office 3W315 Botel, Jason
10:30 AM – 10:45 AM	**Free**
10:45 AM – 12:15 PM	MEETING: ESSA Outreach w/ External Organizations WDCFB6-2W240-20 (Managed) Botel, Jason
12:15 PM – 12:30 PM	**Free**
12:30 PM – 1:00 PM	Meeting- Ebony, Jason, and Cameron Wilson- Code.org WDCFB6-7C101 Lee, Ebony
1:00 PM – 1:30 PM	MEETING: MI State Plan Jason's Office 3W315 Botel, Jason
1:30 PM – 3:00 PM	**Free**
3:00 PM – 3:30 PM	MEET: UPLAN Req Jason's Office 3W315 Botel, Jason
3:30 PM – 4:00 PM	MEET: JB & LR Jason's Office 3W315 Botel, Jason
4:00 PM – 4:30 PM	MEET: HS Diplomas Jason's Office 3W315 Botel, Jason
4:30 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Sat, Oct 07 – Mon, Oct 09

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Tue, Oct 10

AMERICAN OVERSIGHT

	Before 8:30 AM	**Free**
	8:30 AM – 11:00 AM	**Free**
	11:00 AM – 11:30 AM	MEET: Data Discussion Jason's Office 3W315 Botel, Jason
	11:00 AM – 2:00 PM	Chris OOO @ Georgetown WSF Event Rinkus, Christopher
	12:00 PM – 12:30 PM	MEETING: PHONE CALL: Brenda Brown Rever Jason WILL CALL 410-961-8147 Botel, Jason
	12:30 PM – 2:30 PM	Office Time Botel, Jason
	2:30 PM – 3:00 PM	MEET: Follow Up Innovative Assessment Demonstration Authority Jason's Office 3W315 Botel, Jason
	3:00 PM – 4:00 PM	**Free**
	4:00 PM – 4:30 PM	Office Time Botel, Jason
	4:30 PM – 4:45 PM	**Free**
	4:45 PM – 5:15 PM	MEET: Follow Up MI State Plan Jason's Office 3W315 Botel, Jason
	After 5:15 PM	**Free**

Wed, Oct 11

	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	MEET: Puerto Rico Jason's Office 3W315 Botel, Jason
	9:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	MEET: HS Diplomas 2 Jason's Office 3W315 Botel, Jason
	10:30 AM – 11:00 AM	Meeting- Ebony and Jason Ebony's Office Lee, Ebony
	11:00 AM – 11:30 AM	Office Time Botel, Jason
	11:30 AM – 12:00 PM	**Free**
	12:00 PM – 12:30 PM	MEET: ISMICC-Workgroup Follow Up Jason's Office 3W315 Botel, Jason
	12:30 PM – 2:30 PM	ISMICC Access & Engagement Planning Call #2 Confirmed 10/11 12:30pm - 2:30pm ET

AMERICAN OVERSIGHT

		https://global.gotomeeting.com/join/979157965 Jeannine Mtui
■	12:30 PM – 2:30 PM	MEETING: PHONE CALL 2: ISMICC-Workgroup 1 – Access and Engagement WDCFB6-3W336 Botel, Jason
☐	2:00 PM – End of Day	(b)(6)
■	2:30 PM – 3:30 PM	SES Performance Discussion Joe's office Chester, LaVerne
■	3:30 PM – 4:30 PM	MEETING: Planning w/ FLEC WDCFB6-3W336 Botel, Jason
■	4:30 PM – 5:00 PM	PR Waiver Request Phil's Office OR 1-866-774-3196 Participant: 7515008# Rosenfelt, Phil

Thu, Oct 12

☐	All Day	(b)(6)
☐	Start of Day – 11:00 PM	
■	10:00 AM – 10:30 AM	MEETING: PHONE CALL: Ann Whalen Jason WILL CALL (b)(6) Botel, Jason
■	10:30 AM – 11:00 AM	HOLD: Travel to EEOB Lee, Ebony
■	11:00 AM – 12:00 PM	PCC: Crime Prevention and Re-Entry EEOB 180A Salvi, Mary E. EOP/WHO
■	12:00 PM – 12:30 PM	HOLD: Travel to ED Lee, Ebony
■	12:45 PM – 1:00 PM	MEET: USVI/PR Discussion Jason's Office 3W315 Botel, Jason
■	1:15 PM – 1:45 PM	MEET: Chareese & Jason Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:30 PM	Office Time Botel, Jason
■	2:30 PM – 3:00 PM	Hurricane Legislation/Response to OMB Bob's Office Eitel, Robert
☐	**After 11:00 PM**	**Free**

AMERICAN OVERSIGHT

Fri, Oct 13

All Day	(b)(6) Washington, Mark
Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 9:30 AM	BRIEFING: Meeting w/ Ja'Ron and Bob Woodson Botel, Jason
9:00 AM – 10:00 AM	MEETING: Rescheduled w/ Ja'Ron EEOB 234 Botel, Jason
10:00 AM – 10:30 AM	Transportation Botel, Jason
10:30 AM – 11:00 AM	**Free**
11:00 AM – 11:30 AM	Weekly budget update Secretary's Conference Room Venable, Joshua
11:30 AM – 12:00 PM	**Free**
12:00 PM – 12:30 PM	MEETING: PHONE CALL: Emma Vadehra JB WILL CALL 917-626-5149 Botel, Jason
12:30 PM – 1:00 PM	**Free**
1:00 PM – 1:30 PM	BRIEFING: PR Call McCampbell, Gregory
1:00 PM – 1:30 PM	JASON BOTEL Oficina de la Secretaria
1:00 PM – 1:30 PM	MEETING: PHONE CALL: PR Secretary of Education Julia Keleher Jason's Office// Jason's Conference Line Botel, Jason
1:30 PM – 2:30 PM	**Free**
2:30 PM – 3:00 PM	BRIEFING: Steve Wagner Call Botel, Jason
2:30 PM – 3:00 PM	MEETING: PHONE CALL: Steve Wagner, Acting Assistant Secretary for the Administration on Children and Families Jason WILL CALL 202-401-1822 Botel, Jason
3:00 PM – 3:30 PM	MEETING: Houston Independent School District Jason's Office 3W315 Botel, Jason
3:30 PM – 4:15 PM	Meeting- Personalized Learning WDCFB6-7C101 Lee, Ebony
4:15 PM – 4:30 PM	**Free**
4:30 PM – 5:00 PM	Meeting with ASCD Secretary's Conference Room (OS Managed)

AMERICAN OVERSIGHT

	Lee, Ebony
After 5:00 PM	**Free**

Sat, Oct 14 – Tue, Oct 31

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Details

Monday, October 02, 2017

Time 10:00 AM – 10:30 AM
Subject MEET: Hawaii Assessment Waiver
Location Jason's Office 3W315
Attachments hi double testing deliberative memo 09-26-2017.docx
Show Time As Busy

Meeting Name: MEET: Hawaii Assessment Waiver
Purpose: To discuss Hawaii's assessment waiver request.
Location: Jason's Office

MATERIAL

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Rigling, Kay <Kay.Rigling@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 10:30 AM – 11:00 AM
Subject MEET: Check In w/ Lisa
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Check In w/ Lisa
Purpose: To discuss key OESE items.
Location: Jason's Office

AGENDA
1. Transparency of my advocacy
2. OSS director
3. Poor performers
4. Telework-[may revisit topic at future check-in]

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject Happy (Fiscal) New Year Celebration!
Location LBJ 5C100
Show Time As Busy

UPDATE: Hello Colleagues, due to a scheduling conflict we are moving our celebration to 1PM. Thank you!

AMERICAN OVERSIGHT

Colleagues,

It's almost time to CELEBRATE our accomplishments for FY 2017 at the PIO team's fourth annual Fiscal New Year's Party! Please join the PIO Team for food, fun and fellowship, to celebrate the great performance results you helped achieve!

Here's what you need to know:

WHAT: Happy (Fiscal) New Year Celebration! (The PIO Party)
WHEN: Monday, October 2, 2017 – 1:00 p.m.- 2:00 p.m.
WHERE: LBJ 5C100
WHY: To say thanks and congratulations to the many colleagues who helped to drive performance success in FY 2017!

Erin McHugh
Deputy Performance Improvement Officer | Office of the Deputy Secretary | U.S. Department of Education
400 Maryland Avenue, SW | Room 7W114 | Washington, DC 20202
Desk (202) 401-1304 | HYPERLINK "mailto:erin.mchugh@ed.gov"erin.mchugh@ed.gov

* * * *

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Pepin, Andrew <Andrew.Pepin@ed.gov>	Required
Lettvin, Ellen <Ellen.Lettvin@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Suarez, Debra <Debra.Suarez@ed.gov>	Required
Greene, Matthew <Matthew.Greene@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
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Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Required
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Kavulic, Christy <Christy.Kavulic@ed.gov>	Required
Minami, Kristine <Kristine.Minami@ed.gov>	Required
Morgan, Earl <Earl.Morgan@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
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Styles, Kathleen <Kathleen.Styles@ed.gov>	Required
Miller, Frank E. <Frank.E.Miller@ed.gov>	Required
Hawes, Michael <Michael.Hawes@ed.gov>	Required
Collins, James <James.Collins@ed.gov>	Required
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Hairfield, James <James.Hairfield@ed.gov>	Required
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Otter, Tina <Tina.Otter@ed.gov>	Required
Benbow, Susan <Susan.Benbow@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
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Venable, Joshua <Joshua.Venable@ed.gov>	Required
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Stracke, Linda <Linda.Stracke@ed.gov>	Required
Johnson, Wayne <Wayne.Johnson@ed.gov>	Required
Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
Brock, Thomas <Thomas.Brock@ed.gov>	Required
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Battle, Sandra <Sandra.Battle@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required

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Petersen, Molly <Molly.Petersen@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Escalante, Melissa <Melissa.Escalante@ed.gov>	Required
Wexler, Rob <Rob.Wexler@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Miller, Daniel J <Daniel.Miller@ed.gov>	Required
Cantos, Ollie <Ollie.Cantos@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Funkhouser, Janie <Janie.Funkhouser@ed.gov>	Required
Harless, Charles <Charles.Harless@ed.gov>	Required
Weaver, Gary <Gary.Weaver@ed.gov>	Required
Dedert, Mitchell <Mitchell.Dedert@ed.gov>	Required
Araujo, Liza <Liza.Araujo@ed.gov>	Required
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Moore, Michele <Michele.Moore@ed.gov>	Required
Safranek, Ellen <Ellen.Safranek@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
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Kissel, Adam <Adam.Kissel@ed.gov>	Required
Smith, George.Alan <George.Alan.Smith@ed.gov>	Required
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required
Siegel, Brian <Brian.Siegel@ed.gov>	Required
Terpak, Kelly <Kelly.Terpak@ed.gov>	Required
Petracca, Ronald <Ronald.Petracca@ed.gov>	Required
Saigh, Michelle <Michelle.Saigh@ed.gov>	Required
Valentine, Ingrid <Ingrid.Valentine@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Ritter, Kimberly <Kimberly.Ritter@ed.gov>	Required
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Matthews, Gail <Gail.Matthews@ed.gov>	Required
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Vierling, Christian <Christian.Vierling@ed.gov>	Required
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Commons, Daniel <Daniel.Commons@ed.gov>	Required
Malawer, Hilary <Hilary.Malawer@ed.gov>	Required
Kasior, Anna <Anna.Kasior@ed.gov>	Required
Goldstein, Barry <Barry.Goldstein@ed.gov>	Required
Marini, Tara <Tara.Marini@ed.gov>	Required
Cronin, Hilary <Hilary.Cronin@ed.gov>	Required
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Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required
Crawford, Ray <Ray.Crawford@ed.gov>	Required
Young, Diona <Diona.Young@ed.gov>	Required
Martinez, Maria (Contractor) <Maria.Martinez@ed.gov>	Required
Clark, Holly <Holly.Clark@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Cline, Kelly <Kelly.Cline@ed.gov>	Required

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Lowry, Sabrina <Sabrina.Lowry@ed.gov>	Required
Borden, Chontelle <Chontelle.Borden@ed.gov>	Required
Lawley, Tara <Tara.Lawley@ed.gov>	Required
Campbell, Lekesha <Lekesha.Campbell@ed.gov>	Required
English, John <John.English@ed.gov>	Required
Slijepcevic, Stacey <Stacey.Slijepcevic@ed.gov>	Required
Brim, Wayne <Wayne.Brim@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Manalo, Alvin <Alvin.Manalo@ed.gov>	Required
Espinosa, Kimberly <Kimberly.Espinosa@ed.gov>	Required
Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
Latterner, Lora <Lora.Latterner@ed.gov>	Optional
Jackson, Christine <Christine.Jackson@ed.gov>	Optional
Killian, Kathy <Kathy.Killian@ed.gov>	Optional
Romero, Pedro <Pedro.Romero@ed.gov>	Optional
Bergstrom, Peter <Peter.Bergstrom@ed.gov>	Optional
Robinson, Mark <Mark.Robinson@ed.gov>	Optional

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	Grierson, Michael <Michael.Grierson@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject Cut the Red Tape: Eliminating Excessive Regulatory Burdens on Schools and Teachers Listening Session
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject BRIEFING: Cut the Red Tape
Attachments Secretary Event Brief Red Tape ED.DOCX
Show Time As Free

AGENDA
2:00 You provide welcome and opening remarks
2:05 Eitel provides overview of regulatory reform efforts to date
2:10 Roundtable listening session begins, with each participant having 3-5 minutes to state an area of regulatory concern affecting schools and teachers and with you having the opportunity to ask questions
2:55 Jason provides a summary of points made by participants
2:59 You will close the meeting

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Office Time-Do Not Move
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

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	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, October 03, 2017

Time 10:00 AM – 10:30 AM

Subject MEET: OSS Policy Meeting-Reg/Alt Assessment Waiver Req

Location WDCFB6-3W336

Attachments connecticut(1).pdf
ct science assessment waiver deliberative memo .docx

Show Time As Busy

Meeting Name: MEET: OSS Policy Meeting-Reg/Alt Assessment Waiver Req
Purpose: To discuss a regular and alt assessment waiver request from CT.
Location: WDCFB6-3W336

Conference Call Information Jason Botel:
(b)(6)

MATERIALS
ct science assessment waiver deliberative memo .docx objattph://"

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Hembrey, Tanesha <Tanesha.Hembrey@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Clithero, Leslie <Leslie.Clithero@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional

Time 10:30 AM – 11:00 AM
Subject MEETING: Bill Evers
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Bill Evers
Date: October 3rd 10:30AM-11AM
Location: Jason's Office

Bill Evers
(b)(6)
HYPERLINK "mailto:evers@stanford.edu" evers@stanford.edu

Williamson M. Evers
Research Fellow
Research Team:
HYPERLINK "http://www.hoover.org/research-teams/k-12-task-force"
K-12 Education Task Force

Biography:
Williamson M. Evers, a research fellow at the Hoover Institution and a member of the Institution's Koret Task Force on K–12 Education, specializes in research on education policy especially as it pertains to curriculum, teaching, testing, accountability, and school finance from kindergarten through high school. Evers was head of the Trump Education Department transition team beginning in September 2016. He was the US assistant secretary of education for policy from 2007 to 2009. From July to December 2003, Evers served in Iraq as a senior adviser for education to Administrator L. Paul Bremer of the Coalition Provisional Authority.

Former governor Arnold Schwarzenegger appointed Evers to the California State Academic Content Standards Commission in 2010. In 1996 Governor Pete Wilson appointed Evers to the earlier California State Commission for the Establishment of Academic Content and Performance Standards. He is the only individual to have served on both standards commissions, both of which proposed the subject matter that students should learn in each grade.
Evers was elected in November 2004 to the Santa Clara County Board of Education, on which he served until February 2007. He is the immediate past president of the board of directors of the East Palo

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Alto Charter School on which he served from 1997 until 2004.
Among his recent publications are:

No Exit, No Voice: The Design of the Common Core (2015)
Federal Overreach and the Common Core (2015)
Chapter on high-spending, low-performing school districts in HYPERLINK "http://www.hooverpress.org/productdetails.cfm?PC=1238" Courting Failure (2006)
Mathematics chapters in HYPERLINK "http://www.hoover.org/research/reforming-education-florida-study-prepared-koret-task-force-k-12-education-hoover" Reforming Education in Florida (2006) and in HYPERLINK "http://www.hoover.org/research/reforming-education-arkansas" Reforming Education in Arkansas (2005)
Chapter on fixing failing schools in HYPERLINK "http://www.hooverpress.org/productdetails.cfm?PC= 1103" Within Our Reach: How America Can Educate Every Child (2005)
HYPERLINK "http://www.hooverpress.org/productdetails.cfm?PC=973" Testing Student Learning, Evaluating Teaching Effectiveness (coeditor, 2004)
Chapter on curriculum in HYPERLINK "http://www.hooverpress.org/productdetails.cfm?PC= 1008" Our Schools and Our Future (2003)

He has written opinion columns that have appeared in Education Week, the New York Times, Wall Street Journal, Los Angeles Times, and Christian Science Monitor.

Evers received his BA (1972), MA (1978), and PhD (1987) degrees in political science from Stanford University.
His HYPERLINK "http://oac.cdlib.org/findaid/ark:/13030/kt0v19r49 j/" research papers are available at the Hoover Institution Archives.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: Pam Allyn Follow Up
Location US Dept of Education-Jason's Office 3W315
Attachments Visiting LBJ.pdf
Show Time As Busy
Meeting Name: MEETING: Pam Allyn Follow Up

Date: October 3rd at Noon

Location: US Dept of Education-Jason's Office

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The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW. Once you enter the building, first pass through security and then ask the front desk to call OESE Front Desk (401-0113) and I will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Paige Heimark <paige.heimark@litlifepd.com>	Required
Pam Allyn <pamallyn@litworld.org>	Required

Time 12:30 PM – 1:30 PM
Subject School Choice - FY19 Budget meeting with OMB with Attachment (OMB Questions)
Location 5C100
Attachments School Choice Questions.docx
Show Time As Busy

CONFERENCE LINE
Office: Budget Service
(b)(6)

For Erica: 8034459

objattph://"

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required

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Anderson, Margo <Margo.Anderson@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Lanauze, Milagros <Milagros.Lanauze@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Cassell, Mary I. (Mary_I._Cassell@omb.eop.gov) <Mary_I._Cassell@omb.eop.gov>	Required
Bertram_J_Wyman@omb.eop.gov <Bertram_J_Wyman@omb.eop.gov>	Required
Derbes, Catherine A. EOP/OMB <Catherine_A_Derbes@omb.eop.gov>	Optional
Danberg, Neil B. EOP/OMB <Neil_B._Danberg@omb.eop.gov>	Optional
Rhoads, Kelly <Kelly.Rhoads@ed.gov>	Optional

Time 1:30 PM – 2:30 PM
Subject Other K-12 - FY19 Budget meeting with OMB with Attached Questions
Location 5C100
Attachments Other K-12 Mtg Questions.docx
Show Time As Busy

CONFERENCE LINE
Office: Budget Service
(b)(6)

(b)(6)

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required

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Brock, Thomas <Thomas.Brock@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Lanauze, Milagros <Milagros.Lanauze@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Cassell, Mary I. (Mary_I._Cassell@omb.eop.gov) <Mary_I._Cassell@omb.eop.gov>	Required
Derbes, Catherine A. EOP/OMB (Catherine_A_Derbes@omb.eop.gov) <Catherine_A_Derbes@omb.eop.gov>	Required
Danberg, Neil B. EOP/OMB <Neil_B._Danberg@omb.eop.gov>	Optional
Mann, NOAH S. EOP/OMB <Noah_S_Mann@omb.eop.gov>	Optional
Wyman, Bertram J. EOP/OMB <Bertram_J_Wyman@omb.eop.gov>	Optional
Patel, Jagir <Jagir.Patel@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject MEET: CRDC and Nondiscriminatory Administration of School Discipline DCL Discussion
Location Candice's Office-4E329
Show Time As Busy

Meeting Name: MEET: CRDC Discussion
Purpose: To discuss CRDC.
Location: Candice's Office.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Call w/ NGA re: ESSA State Plan Review Process

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Location	(b)(6)
Show Time As	Busy
Categories	Red Category

Attendees

Name <E-mail>	Attendance
Honeysett, Adam <Adam.Honeysett@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time	3:30 PM – 4:00 PM
Subject	MEET: Innovative Assessment Demonstration Authority
Location	Jason's Office 3W315
Attachments	NIA Innovation Authority CLEAN09262017.pdf Title I Part B assessments regs fed register 2016.pdf IADA Application Pkg CLEAN09262017.pdf
Show Time As	Busy

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Spitz, Deborah <Deborah.Spitz@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Optional

Time	4:00 PM – 5:00 PM
Subject	Jason Off Site
Show Time As	Busy
Categories	Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

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	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 5:15 PM – 5:25 PM
Subject Call w/ Josh
Location Josh call: (b)(6)
Show Time As Tentative
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Wednesday, Octo (b)(6)
Time
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject BRIEFING: NSBA
Attachments NSBA Mtg BP.100417 (1).docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Meeting with Thomas Gentzel, Executive Director, National School Boards Association

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Location Office of the Secretary
Show Time As Busy

Below are the following people who will be in attendance from NSBA:
Tom Gentzel, Executive Director and CEO
Kevin Ciak, NSBA Board President
Kelly Pollitt, Chief Federal Advocacy Officer

Below is a final list of topics to be discussed:
1) Briefly introduce NSBA.
2) Discuss NSBA efforts to counter federal over-reach over many years and, specifically, the letter we just submitted in response to the Secretary's call for comment on burdensome regulations.
3) Discuss NSBA work with OCR this year.
4) Discuss ESSA implementation and NSBA efforts to promote meaningful engagement by school boards.
5) Share a copy of the new Center for Public Education (CPE) report on public school choice.
6) Offer to work with her and her team on issues of mutual interest.

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: MI Deliberative Memo For Review
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: MI Deliberative Memo For Review
Purpose: To modify language of MI memo for review before consulting with Ebony and Peter.
Location: Jason's Office

All the previous information about the MI state plan (letter to state, peer notes) can be found

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here:https://www2.ed.gov/admins/lead/account/stateplan17/map/mi.html

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 11:30 AM – 1:00 PM
Subject HOLD: Back Up Tech Reserve for Jason's Live Address
Location WDCFB6-3W336
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time 12:00 PM – 12:30 PM
Subject Tech Set Up Before Live Remarks
Show Time As Busy

2017 Federal Technical Assistance Day
Remote presentation instructions re: Jason Botel
Date: Wednesday, October 4, 2017

12:00 pm EDT: Log in, system configuration, webinar testing, and webcam troubleshooting
12:30 pm – 12:50 pm EDT: Jason Botel webcam broadcast begins

Please note that you or your agent must be able to participate in the system pre-testing, configuration, and troubleshooting session prior to your broadcast. You also have the option to run through the system testing, configuration, and troubleshooting session on Friday, September 29, 2017 at a time of your choosing. This pre-session step can take up anywhere from 10-30 minutes depending on the nature of any discovered technical issues. If you exercise this option, you must also make sure to use the same computer/laptop for both the testing session and live broadcast.

Log into your Dept. of Ed. computer (or other authorized computer) with webcam capabilities.
Locate and open this email instructional message.

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Click on the following link for the morning plenary session.
HYPERLINK
"https://samhsatribalttacenter.adobeconnect.com/federaltechnicalassistancedaymorningplenarysession/"
FedTAD.MorningPlenary
Enter "Jason Botel" when prompted to enter your name prior to entering the virtual meeting room.

Conference call bridge and Speaker Phone for Audio
Choose the option to have the Adobe Connect system call your phone/speaker phone and enter your 10 digit phone number when prompted.
When the system calls your speaker phone, please answer and begin checking the sound levels with the webinar technician. -SKIP to Step 9.

If you choose to dial-in directly:
Initiate speaker phone and Dial: 1-800-832-0736 .
When prompted, enter access code: *1148474# .

Test and troubleshoot internet connection, webcam, and conference call sound levels with Tribal Tech webinar technician/meeting host Mr. Mark Taylor.
When the session is over, close all browser windows when ready.

Project Director: Angeline Boulley
(b)(6)

Contract Support: Michelle Matteson
(b)(6)

Meeting and Logistics Coordinator: Phillip Roulain
(b)(6)

== == == ==
Off-site Webinar Specialist: Mark Taylor
(b)(6)

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject EVENT: REMARKS: FedTA Day
Location Live Web Address
Attachments 2017 Federal Technical Assistance Day Agenda Book_FINAL.pdf
OESE Event Request Form- External (5).docx
FEDTAD REGISTRATIONS 10-2-17.pdf
Botel.FedTA.Briefing.DRAFT.docx
Report to Congress on Indian Student Suicides.pdf

AMERICAN OVERSIGHT

botel fed tech assistance tps pk_ml_ma (2).docx

Show Time As Busy

Event Name: EVENT: REMARKS: FedTA Day
Date: October 4th 12:30PM-12:50PM
Location: Live Web Address from Jason's Office

FULL AGENDA

DRAFT REMARKS

BRIEFING PAPER

BACKGROUND MATERIALS

ATTENDEE LIST

EVENT REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: AL Sen. Shelby Staff
Location Jason's Office//Phone Call
Show Time As Busy

Meeting Name: MEETING: AL Sen. Shelby Staff
Purpose: Senator Shelby [AL] staff asked to touch base about charter schools.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Dixon, Doris <Doris.Dixon@ed.gov>	Required
	Huh, Stefan <Stefan.Huh@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEETING: Foundation for Excellence in Education
Location Jason's Office 3W315
Attachments OESE_Meeting_Request_Foundation for Excellence in Education (2).docx
Show Time As Busy

Meeting Name: MEETING: Foundation for Excellence in Education
Purpose: To talk about ESSA's innovative assessment pilot and offer support.
Date: October 4th 2PM
Location: Jason's Office

PROPOSED AGENDA
Status of Innovative Assessment Pilot
ExcelinEd provides updates based on state work on personalized / competency-based education
Status and timeline of ED application process; expressed interest in the pilot

II. ExcelinEd priorities for implementing the Innovative Assessment Pilot
Support for states during a planning period
State capacity for demonstrating comparability, reliability, and validity
Scaling the Innovative Assessment Pilot statewide

III. Assessment flexibility under ESSA
General updates based on state work
Arizona and New Hampshire

BACKGROUND
"Launched by former Governor Jeb Bush in 2008, the Foundation for Excellence in Education's (ExcelinEd) unique contribution is working with decision makers on developing and implementing reform policies. We are a hands-on, how-to organization that provides model legislation, rule-making expertise, implementation strategies, and public outreach. Our staff has years of experience working with state and local governments, legislative bodies, in the classroom, and with the media.

"We are building a one-stop shop for those working to reform education. It includes a depository of policies from all 50 states, model

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legislation, research papers, academic data, and media reports. This site will be a constant work in progress as we continually update our content with the latest in education reform.

"The following list briefly describes our current content areas:
HYPERLINK "http://www.excelined.org/ExcelinEdBrochure/"Who We Are: An overview of what we do, what we believe and why we exist.
HYPERLINK "http://www.excelined.org/about-us/mission-and-history/"Mission & History: An introduction to our mission and our history.
HYPERLINK "http://www.excelined.org/about-us/reform-agenda/"Reform Agenda: The policies the Foundation advocates for to transform American education to a high-quality, student-centered system.
HYPERLINK "http://www.excelined.org/state-of-reform/"State of Reform: A breakdown of reforms passed by each state. Users can select reforms from other states they would like to adopt, and store them in a personalized "Reformer Toolbox."
HYPERLINK "http://www.excelined.org/policy-library/"Policy Library: A depository for model legislation, academic research, reports, videos and position papers. We also include short profiles of the nation's leading reformers.
HYPERLINK "http://www.excelined.org/reformer-toolbox/"Reformer Toolbox: A personalized toolbox to help you set up your own legislative agenda that you can add to with resources to aid policy development, advocacy and implementation.
HYPERLINK "http://www.excelined.org/newsroom/"Newsroom: The latest in education and reform news from around the country from our EdFlyBlog and EdFly web sites, as well as Foundation announcements and news.
HYPERLINK "http://www.excelined.org/student-achievement/"Student Achievement: A simple and quick way to compare academic progress in the states, using test scores from the National Assessment of Education Progress (NAEP).

PARTICIPANTS
· Claire Voorhees, National Policy Director, Foundation for Excellence in Education
Claire is the Director for K-12 Reform at the Foundation. Previously, Claire worked at HCM Strategists where she provided clients with strategic advice on new approaches to education reform. Claire was also an instructor at Koç University in Istanbul, teaching a comparative course on education rights and policies in the U.S. and Turkey. Before spending time in Turkey, Claire was an associate at Hogan Lovells law firm and served as an associate director in the White House Domestic Policy Council where she assisted senior staff in shaping the Administration's education policies. Claire began her career as a fourth grade teacher at P.S. 43 in the South Bronx, New York.

A native of Washington, D.C., Claire earned a bachelor's degree from Duke University, a master of science in elementary education from Mercy College, a master of public policy from Georgetown University

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Public Policy Institute, and a J.D. from Georgetown University Law Center.

· Christy Hovanetz, Senior Policy Fellow, Foundation for Excellence in Education
Christy Hovanetz is a Senior Policy Fellow for the Foundation for Excellence in Education. Dr. Hovanetz served as the Assistant Commissioner at the Minnesota Department of Education and Assistant Deputy Commissioner at the Florida Department of Education. She has worked in education policy for the state of Florida since 1999 serving as the Director of Evaluation and Reporting, Director of Reading First and a Policy Analyst for Governor Jeb Bush. She graduated summa cum laude from St. Cloud State University with a Bachelor of Science Degree in Education with a minor in mathematics and is a certified teacher in the state of Minnesota. She earned her Masters of Public Administration at the University of Minnesota and a Doctor of Philosophy in Public Administration and Policy at The Florida State University.

· Karla Phillips, Director of Personalized Learning, Foundation for Excellence in Education (likely will call in)
Karla is the Policy Director for Competency Based Education at the Foundation for Excellence in Education. Previously, she served as Special Assistant to the Deputy Superintendent of Policy and Programs at the Arizona Department of Education. Karla also served as the Education Policy Advisor for Governor Brewer and as the Vice-Chair of Arizona's Developmental Disabilities Planning Council. Her experience includes serving as Director of State Government Relations for Arizona State University (ASU) and as a senior policy advisor for Arizona's House of Representatives. Karla received her B.A. from Indiana University and an M.P.A from Arizona State University.

Liya Amelga
>No bio available
>Previously worked in Baltimore City Public Schools

MEETING REQUEST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy

AMERICAN OVERSIGHT

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject BRIEFING: Guidance
Attachments Section 1003a Non reg guidance draft 9-5-17.jb.docx
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Guidance
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Guidance
Purpose: To discuss development of new guidance.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

	Siry, Melissa <Melissa.Siry@ed.gov>	Optional
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Call w/ FL Commissioner Pam Stewart
Show Time As Busy
Categories Red Category

Thursday, Octobe (b)(6)
Time
Subject
Show Time As
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Ramirez, Lisa <lisa.ramirez@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: TX Waivers
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: TX Waivers
Purpose: To discuss possible TX waiver requests as a result of

AMERICAN OVERSIGHT

Hurricane Harvey.
Location: Jason's Office 3W315

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: JB & LR
Location Jason's Office 3W315
Show Time As Busy

AGENDA
Revisit telework conversation

Categories Green Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Crayola Art
Location 5C108
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required
	Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required

AMERICAN OVERSIGHT

	Bassford, Morgan <Morgan.Bassford@ed.gov>	Required

Time 12:30 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: Follow Up
Location Jason's Conference Line
Attachments 10.5 BIE call agenda.docx
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

AGENDA
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Bertram_J_Wyman@omb.eop.gov <Bertram_J_Wyman@omb.eop.gov>	Required
Mary_I._Cassell@omb.eop.gov <Mary_I._Cassell@omb.eop.gov>	Required
Naimark, Anna M. EOP/OMB <Anna_M_Naimark@omb.eop.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:45 PM – 2:00 PM
Subject Liz / jason call reporter
Location 3w315
Show Time As Busy

AMERICAN OVERSIGHT

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Jason and Porscheoy
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Informational Interview
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Informational Interview
Purpose: Introductory.
Location: Jason's Office

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	York, Beatriz <Beatriz.York@ed.gov>	Required

Time 3:15 PM – 3:30 PM
Subject Phone Call with Jennifer McCormick, Superintendent of Public Instruction, Indiana
Location (b)(6)
Show Time As Busy

Included in the call will be:
Marsha Bugalla, GC
Maggie Piano, Director of Accountability
John Keller, Chief Technology Officer
Jennifer McCormick, SPI, Tentative
Lee Ann Kwiatkowski, COS

(b)(6)

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**

AMERICAN OVERSIGHT

DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: Jason & Denisha
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason & Denisha
Purpose: To discuss ed choice advocacy.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Merriweather, Denisha <Denisha.Merriweather@ed.gov>	Required

Friday, October 0(b)(6)
Time
Subject
Show Time As
Categories

Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time (b)(6)
Subject
Show Time As

AMERICAN OVERSIGHT

(b)(6)

Attendees	Name <E-mail>	Attendance
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:15 AM – 9:30 AM
Subject Jason/Weekly Update
Location 7W315
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEETING: Lucie Tredennick
Location Jason's Office 3W315
Show Time As Busy

Lucie Tredennick
(b)(6)
lucie.shipp.tredennick@gmail.com

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:45 AM – 12:15 PM
Subject MEETING: ESSA Outreach w/ External Organizations
Location WDCFB6-2W240-20 (Managed)
Show Time As Busy
Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource

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Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Meeting- Ebony, Jason, and Cameron Wilson- Code.org
Location WDCFB6-7C101
Show Time As Busy

Purpose: to share some of the policy progress happening in states, and best practices around implementation. We are working in every state in the US implementing high-quality K-12 computer science across rural and urban communities. We have a network of 58 partners and tens of thousands of active teachers reaching millions of students. And we are engaged with more than half of the states on policy issues related to K-12 CS. We have a great view of the field of K-12 computer science we can share with you and have a dialog about what's working for scaling this discipline and reaching underserved populations.

Jake Baskin with Code.org and Ellen Fern with Washington Partners will also be in attendance. Michelle Page with Code.org will be calling in.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: MI State Plan
Location Jason's Office 3W315
Attachments MI Dept Feedback Letter 10-3 CR Edits.docx
MI LTG Table.xlsx
MI LTGs Pages 10-3-17.pdf
Show Time As Busy

Meeting Name: MEETING: MI State Plan
Purpose: To discuss MI Consolidated State Plan.
Location: Jason's Office

AMERICAN OVERSIGHT

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: UPLAN Req
Location Jason's Office 3W315
Attachments Request for Secretary UPLAN R.docx
UPLAN JBotel Response.docx
Show Time As Busy

Meeting Name: MEET: UPLAN Req
Purpose: To discuss UPLAN's request to meet and response.
Location: Jason's Office 3W315

MATERIALS

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: JB & LR
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: HS Diplomas
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: HS Diplomas
Purpose: To meet about HS Diplomas as a result of Secretary's conversation with Indiana.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Tuesday, October 10, 2017

Time 11:00 AM – 11:30 AM
Subject MEET: Data Discussion
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required

Time 11:00 AM – 2:00 PM
Subject Chris OOO @ Georgetown WSF Event
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Brenda Brown Rever
Location Jason WILL CALL 410-961-8147
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
brenbrook@icloud.com <brenbrook@icloud.com>	Required

Time 12:30 PM – 2:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Follow Up Innovative Assessment Demonstration Authority
Location Jason's Office 3W315
Attachments IADA Application Pkg CLEAN09262017.pdf
Title I Part B assessments regs fed register 2016.pdf
NIA Innovation Authority CLEAN09262017.pdf
Show Time As Busy
Meeting Name: MEET: Follow Up Innovative Assessment Demonstration Authority
Purpose: To follow up on the Innovative Assessment Demonstration Authority from 10/3/17
Location: Jason's Office 3W315

MATERIALS FROM 10/3/17 MEETING

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Spitz, Deborah <Deborah.Spitz@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:45 PM – 5:15 PM
Subject MEET: Follow Up MI State Plan
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Follow Up MI State Plan
Purpose: To follow up on next steps for MI's State Plan.
Location: MEET: Follow Up MI State Plan

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Optional

Wednesday, October 11, 2017

Time 9:00 AM – 9:30 AM
Subject MEET: Puerto Rico

AMERICAN OVERSIGHT

Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Puerto Rico
Purpose: To discuss Puerto Rico.
Location: Jason's Office 3W315

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: HS Diplomas 2
Location Jason's Office 3W315
Attachments MultiplePathways_grad rate._memo101017.v2.docx
Show Time As Busy

Meeting Name: MEET: HS Diplomas 2
Purpose: To follow up on conversation about HS Diplomas as a result of Secretary's conversation with Indiana.
Location: Jason's Office

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Optional
Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional
Salley, Robert <Robert.Salley@ed.gov>	Optional

AMERICAN OVERSIGHT

	Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
	Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional

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Time 10:30 AM – 11:00 AM
Subject Meeting- Ebony and Jason
Location Ebony's Office
Show Time As Busy
Purpose: To discuss STEM

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: ISMICC-Workgroup Follow Up
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: ISMICC-Workgroup Follow Up
Purpose: To follow up on ISMICC workgroup call from 9/29.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required

Time 12:30 PM – 2:30 PM
Subject ISMICC Access & Engagement Planning Call #2 Confirmed 10/11 12:30pm - 2:30pm ET
Location https://global.gotomeeting.com/join/979157965
Show Time As Busy

AMERICAN OVERSIGHT

When: Wednesday, October 11, 2017 12:30 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: https://global.gotomeeting.com/join/979157965
Note: The GMT offset above does not reflect daylight saving time adjustments.
~~*~*~*~*~*~*~*~*~*

This message confirms Planning Call #2 for the following:

Date: Wednesday, October 11, 2017
Time: 12:30PM-2:30PM ET
GoTo Meeting URL: https://global.gotomeeting.com/join/979157965
(b)(6)

Tips and Best Practices:
¨ Allow extra time to download and install the GoTo Meeting plug-in before the session begins
¨ If possible, close all other applications while GoTo Meeting is in use for maximum performance
¨ Mute all computer speakers and microphones to avoid audio feedback
¨ Have at least 3Mbps internet bandwidth available; if connected to WiFi, have maximum or close signal strength

Attendees

Name <E-mail>	Attendance
Jeannine Mtui <jeannine@affirmasolutions.com>	Organizer
Conni Wells <cjwells@axisgroup1.net>	Required
David Covington <david.covington@riinternational.com>	Required
Elena Kravitz <ekravitz@cspnj.org>	Required
Heidi Gelzer <heidi.gelzer@cms.hhs.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
John Snoook <snookj@treatmentadvocacycenter.org>	Required
Kenneth Minkoff <kminkov@aol.com>	Required
Mary Giliberti <mgiliberti@nami.org>	Required
Maryann Davis <maryann.davis@umassmed.edu>	Required
Paul Emrich <paul.emrich@chickasaw.net>	Required

AMERICAN OVERSIGHT

Rhathelia Stroud <rstroud@dekalbcountyga.gov>	Required
Richard McKeon <richard.mckeon@samhsa.hhs.gov>	Required
Robyn Leonard <robyn.leonard@umassmed.edu>	Required
Ron Bruno <ron@ctsservices-llc.com>	Required
Fleetwood, Lora (SAMHSA) <Lora.Fleetwood@SAMHSA.hhs.gov>	Required
dealy@affirmasolutions.com <dealy@affirmasolutions.com>	Required
Mathews-Younes, Anne (SAMHSA/CMHS) <Anne.Mathews-Younes@samhsa.hhs.gov>	Required
Shoma Ghose <ShomaGhose@westat.com>	Required
Garrett Moran <MORANG1@WESTAT.com>	Required

Time 12:30 PM – 2:30 PM

Subject MEETING: PHONE CALL 2: ISMICC-Workgroup 1 – Access and Engagement

Location WDCFB6-3W336

Show Time As Busy

1. Access and Engagement

-To include access to crisis management, prevention, early intervention, civil commitment issues, privacy, Emergency Department interfaces, community police and first responders

-Facilitator: Richard McKeon, Suicide Prevention Branch Chief, SAMHSA/CMHS

GoToMeeting URL:
https://global.gotomeeting.com/join/979157965

Connect to audio using the phone numbers:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
	Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
	WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time (b)(6)
Subject
Show Time As

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 2:30 PM – 3:30 PM
Subject SES Performance Discussion
Location Joe's office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Chester, LaVerne <LaVerne.Chester@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required

Time 3:30 PM – 4:30 PM
Subject MEETING: Planning w/ FLEC
Location WDCFB6-3W336
Attachments 2017 FLEC Planning Doc.docx
Show Time As Busy

Meeting Name: MEETING: Planning w/ FLEC
Purpose: To discuss next steps for planning a convening of State Treasurers, Superintendents and Industry folks for Spring.
Location: Department of Education-3rd Floor

AMERICAN OVERSIGHT

AGENDA FOR DISCUSSION
1. Goals for Convening
Share what is working
Commit to future endeavors (i.e. research and measurement)
Other
2. Determine Invitees
3. Format of Event
Day/Length of Time/Location
Outline of Day
4. Next Steps
Ongoing meetings - planning group

DRAFT PLANNING DOC

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Coogan, Elizabeth <Elizabeth.Coogan@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Louisa.Quittman@treasury.gov <Louisa.Quittman@treasury.gov>	Required
William.Hinkle@treasury.gov <William.Hinkle@treasury.gov>	Optional
Correal, Dubis (CFPB) <Dubis.Correal@cfpb.gov>	Optional
Carr, Peggy <Peggy.Carr@ed.gov>	Required
Nancy.Montoya@treasury.gov <Nancy.Montoya@treasury.gov>	Optional

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Time 4:30 PM – 5:00 PM
Subject PR Waiver Request
Location Phil's Office OR (b)(6)
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Organizer

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Peternith, Rachel <Rachel.Peternith@ed.gov>	Required
Skinner, Josie <Josie.Skinner@ed.gov>	Required

Thursday, October (b)(6)

Time
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Ramirez, Lisa <lisa.ramirez@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEETING: PHONE CALL: Ann Whalen
Location Jason WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Ann Whalen
Date: October 12th 10AM Eastern//8AM Mountain
Purpose: Introductory.
Location: Jason WILL CALL 312-485-4206

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject HOLD: Travel to EEOB
Attachments REQUEST FOR TRANSPORTATION SERVICES.doc
October 2017.xlsx

AMERICAN OVERSIGHT

Show Time As	Busy

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Optional

Time	11:00 AM – 12:00 PM
Subject	PCC: Crime Prevention and Re-Entry
Location	EEOB 180A
Attachments	Crime Prevention and Reentry Pre-PCC Agenda 10.12.docx
Show Time As	Busy

Team,

The WH Domestic Policy Council requests your participation in a Criminal Justice Coordination Committee (PCC). The topic of this discussion is crime prevention and re-entry reform.

The first of these reoccurring meetings will convene on Thursday, October 12, at 11 AM. The group will meet in the EEOB 180A.

Please confirm your attendance by 10/10, at 5 PM. Also, please have all confirmed participants complete this link: https://events.whitehouse.gov/form?rid=6F3GJK3MDF.

Read ahead materials attached.

Invited Participants
Ja'Ron Smith, DPC
James Sherk, DPC
John Zadrozny, DPC
Reed Cordish, OAI
Jeffrey McLean, OAI
Rosemary Lahasky, DOL
Danielle Cutrona, DOJ
Zachary Terwilliger, DOJ
Robyn Thiemann, DOJ
David Muhlhausen, DOJ
Patrick Bumatay, DOJ
Mary Thomas, DOJ
Ebony Lee, DoED
Mark Washington, DoED
Jason Botel, DoED

Thank you, please feel free to reach out with any questions.

Mary Salvi
White House | Domestic Policy Council
(b)(6) | 202-456-3251 (o)

AMERICAN OVERSIGHT

Categories Red Category

Attendees

Name <E-mail>	Attendance
Salvi, Mary E. EOP/WHO <Mary.E.Salvi@who.eop.gov>	Organizer
Smith, Ja'Ron K. EOP/WHO <Ja'Ron.K.Smith@who.eop.gov>	Required
Sherk, James B. EOP/WHO <James.B.Sherk@who.eop.gov>	Required
Zadrozny, John A. EOP/WHO <John.A.Zadrozny@who.eop.gov>	Required
Cordish, Reed S. EOP/WHO <Reed.S.Cordish@who.eop.gov>	Required
Harris.Ondray.T@dol.gov <Harris.Ondray.T@dol.gov>	Required
Lahasky.Rosemary@DOL.GOV <Lahasky.Rosemary@DOL.GOV>	Required
Mary.Thomas2@usdoj.gov <Mary.Thomas2@usdoj.gov>	Required
Patrick.Bumatay3@usdoj.gov <Patrick.Bumatay3@usdoj.gov>	Required
David.Muhlhausen@usdoj.gov <David.Muhlhausen@usdoj.gov>	Required
Robyn.Thiemann2@usdoj.gov <Robyn.Thiemann2@usdoj.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Moorhead, Quellie U. EOP/WHO <Quellie.U.Moorhead@who.eop.gov>	Required
Georges, Liza B. EOP/WHO <Eliza.B.Georges@who.eop.gov>	Required
Cutrona, Danielle (OAG) <Danielle.Cutrona@usdoj.gov>	Required
Terwilliger, Zachary (ODAG) <Zachary.Terwilliger2@usdoj.gov>	Required

AMERICAN OVERSIGHT

	Porter, Robert R. EOP/WHO <Robert.R.Porter@who.eop.gov>	Optional
	McLean, Jeffrey J. EOP/WHO <Jeffrey.J.McLean@who.eop.gov>	Optional
	Williams, Beth A (OLP) <Beth.A.Williams@usdoj.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject HOLD: Travel to ED
Attachments REQUEST FOR TRANSPORTATION SERVICES.doc
October 2017.xlsx
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Optional

Time 12:45 PM – 1:00 PM
Subject MEET: USVI/PR Discussion
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: USVI/PR Discussion
Purpose: To discuss USVI/PR related issues.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Negron-Perez, Hamed (Hamed.Negron-Perez@ed.gov) <Hamed.Negron-Perez@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 1:15 PM – 1:45 PM
Subject MEET: Chareese & Jason
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Hurricane Legislation/Response to OMB
Location Bob's Office
Show Time As Busy

Could we confer to discuss the attached email chain?

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Friday, October 13, (b)(6)

Time
Subject
Show Time As
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject BRIEFING: Meeting w/ Ja'Ron and Bob Woodson
Show Time As Free

ATTENDEES:
Ja'Ron Smith-Domestic Policy Council

Woodson Center:
Bob Woodson-Founder and President
Terence Mathis- Vice President
Bethany (Beth) Feeley

PRE-READING MATERIALS
https://www.city-journal.org/html/no-thug-left-behind-14951.html
http://www.nationalreview.com/article/451514/schoo l-discipline-racial-disparities-obama-administration-solution-mentorship-not-less-discipline

Brookings study on suspension rates - higher black suspension rates have more to do with school size, poverty levels and single-parent households:
https://www.brookings.edu/research/2017-brown-center-report-part-iii-race-and-school-suspensions/

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required

AMERICAN OVERSIGHT

	Henderson, Chelsea <Chelsea.Henderson@ed.gov>	Required

Time 9:00 AM – 10:00 AM
Subject MEETING: Rescheduled w/ Ja'Ron
Location EEOB 234
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
hporterfield@woodsoncenter.org <hporterfield@woodsoncenter.org>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
bwoodson@woodsoncenter.org <bwoodson@woodsoncenter.org>	Required
Ja'Ron.K.Smith@who.eop.gov <Ja'Ron.K.Smith@who.eop.gov>	Required
bethanyfeeley@gmail.com <bethanyfeeley@gmail.com>	Optional

Time 10:00 AM – 10:30 AM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Weekly budget update
Location Secretary's Conference Room
Show Time As Busy

Intended only for the people directly on this invite and not to be forwarded to others.

Erica, Josh has asked me to set up a weekly meeting on the topics below. Please let me know if anyone from your team should be added to this meeting.

Allocations

AMERICAN OVERSIGHT

FY 18 Negotiations
FY 19 Planning

Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Optional
Cordes, Bill <Bill.Cordes@ed.gov>	Optional
Stanton, Craig <Craig.Stanton@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Emma Vadehra
Location JB WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Emma Vadehra
Purpose: Seth Andrew suggested the connection. "Emma led OPEPD and was Chief of Staff both for Uncommon and ED. She knows ESSA regulation and approval procedures better than (likely) anyone in the country."
Date: October 13th Noon
Location: JB WILL CALL (b)(6)

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject BRIEFING: PR Call
Show Time As Busy

Personnel

AMERICAN OVERSIGHT

How many schools open now

165 now

200 more 10/16, all

65%

10% shelters

how many open 10/23 , how many buildings damaged, food

Categories Blue Category

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject JASON BOTEL
Show Time As Busy

(b)(6)

'NOTA DE CONFIDENCIALIDAD: El texto y los documentos que acompañan este correo electrónico están destinados sólo para el uso de la persona, personas o entidades mencionadas anteriormente. Si usted no es uno de los destinatarios se le notifica que cualquier divulgación, copia, distribución o si se lleva a cabo cualquier acción en relación con el contenido de este correo electrónico es estrictamente prohibido. Si usted ha recibido este correo electrónico por error, favor notificar inmediatamente y devolver el correo electrónico original a la persona que lo envió. CONFIDENTIALITY NOTE: The text and documents accompanying this electronic mail are intended only for the use of the individuals or entities named above. If you are not one of the intended recipients, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance of the contents of this electronic information is strictly prohibited. If you have received this electronic mail by error, please immediately notify and return the original electronic mail to the sender.'.

Attendees

Name <E-mail>	Attendance
Oficina de la Secretaria <oficinasecretaria@de.pr.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: PHONE CALL: PR Secretary of Education Julia Keleher
Location Jason's Office// Jason's Conference Line

AMERICAN OVERSIGHT

Show Time As Busy

Meeting Name: MEETING: PHONE CALL: PR Secretary of Education Julia Keleher
Location: Jason's Office// Jason's Conference Line

Conference Call Information Jason Botel:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Puerto Rico Secretary of Education Keleher <keleherj@de.pr.gov>	Required
Barnes, Joshua (OS/ASPR/OEM) (Joshua.Barnes@hhs.gov) <Joshua.Barnes@hhs.gov>	Optional
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Dixon, Doris <Doris.Dixon@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject BRIEFING: Steve Wagner Call
Show Time As Busy

Steven Wagner, Acting Assistant Secretary
Mr. Steven Wagner is the Principal Deputy Assistant Secretary and Acting Assistant Secretary at HHS' Administration for Children and Families. Before joining the Administration, Wagner was the President of QEV Analytics, a public opinion and data analysis firm he founded in 1996. During his tenure at QEV, he collaborated for 17 years with Joseph Califano, the former President of the National Center on Addiction and Substance Abuse at Columbia University (and former Secretary of the Department of Health, Education and Welfare) on identifying strategies to keep kids from abusing illegal drugs, tobacco and alcohol. Wagner also worked with clients to develop and implement messaging to help at-risk populations avoid poverty. Wagner was the Founder and President of Solidarity with the Persecuted Church, the 501(c)(3) organization which supports

AMERICAN OVERSIGHT

Christians in places of persecution, such as Iraq, Syria and Nigeria. He previously served as ACF's Director of the anti-human trafficking program. In this capacity, he launched the "Rescue and Restore Victims of Human Trafficking" public awareness campaign designed to increase victim identification and rescue, a campaign which was recognized for excellence by the prestigious Silver Anvil Award of the Public Relations Society of America. He also initiated the trafficking information and referral hotline, local anti-trafficking community coalitions in 17 cities and programs to better meet the restorative needs of victims.

Wagner was the Director of the Office of Faith-Based and Community Initiatives at the U.S Department of Housing and Urban Development, where he realized the reform of HUD regulations necessary for the full and non-discriminatory participation of faith-based and community organizations.

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEETING: PHONE CALL: Steve Wagner, Acting Assistant Secretary for the Administration on Children and Families
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Angela.Sellers@ACF.hhs.gov <Angela.Sellers@ACF.hhs.gov>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: Houston Independent School District
Location Jason's Office 3W315
Attachments OESE_Meeting_Request (5).docx
Houston Independent School District Background.docx
Show Time As Busy
Meeting Name: MEETING: Houston Independent School District
Purpose: To discuss the need for funding and flexibility after Hurricane Harvey

AMERICAN OVERSIGHT

Location: Jason's Office

PROPOSED AGENDA
- Request to waive accountability for the 2017-18 for Texas school districts impacted by Harvey
- Request for federal funds to assist with the relief efforts; 4 elementary schools were severely damaged and need to be rebuilt

PARTICIPANTS
• Ashlea Turner, Chief Governmental Relations and Strategy Officer, Houston ISD
• Lenny Schad, Chief Technology Officer, Houston ISD

BACKGROUND

MEETING REQUEST

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 3:30 PM – 4:15 PM
Subject Meeting- Personalized Learning
Location WDCFB6-7C101
Attachments RTTD Briefing Paper 2017.docx
RTT-D Overview.docx
Show Time As Busy

Purpose: briefing on Personalized Learning before Andrea Browning leaves the Department at the end of October.

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Required
Browning, Andrea <Andrea.Browning@ed.gov>	Required

AMERICAN OVERSIGHT

	Wilson, Richard <Richard.Wilson@ed.gov>	Required

Time	4:30 PM – 5:00 PM
Subject	Meeting with ASCD
Location	Secretary's Conference Room (OS Managed)
Attachments	ASCD Legislative Committee 2017-18_Roster.docx
Show Time As	Busy
	Purpose: To discuss the administration's education priorities, share information about their organization and goals, and discuss how we might work together to realize our shared vision of schools that serve children to their full potential.
Categories	Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Calendar Calendar
Wednesday, November 01, 2017 – Thursday, November 30, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

November 2017

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Busy Tentative Out of Office Free Outside of Working Hours

November 2017

Wed, Nov 01 – Thu, Nov 30

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

AMERICAN OVERSIGHT

From: McCampbell, Gregory
Sent: 13 Dec 2018 20:58:25 +0000
To: McCampbell, Gregory
Subject: Calendar Calendar
Attachments: Calendar Calendar.ics

Calendar Calendar
Saturday, April 01, 2017 – Sunday, April 30, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

April 2017

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Busy Tentative Out of Office Free Outside of Working Hours

April 2017

Sat, Apr 01 – Mon, Apr 03

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Tue, Apr 04

Before 8:30 AM	**Free**
8:30 AM – 1:00 PM	**Free**
1:00 PM – 2:00 PM	FW: Freedom of Information Act Training Secretary's Conference Room (OS Managed) Siegelbaum, Jill
2:00 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

AMERICAN OVERSIGHT

Wed, Apr 05

Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 10:00 AM	FW: Briefing on FY 2018 Passback Secretary's Conference ROom DeVos, Betsy
10:00 AM – 12:30 PM	**Free**
12:30 PM – 1:00 PM	Office Time
1:00 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Thu, Apr 06

Before 8:30 AM	**Free**
8:30 AM – 10:30 AM	**Free**
10:30 AM – 11:00 AM	Preview--School Ambassador Fellowship Slate 5E316 Stratman, Karen
11:00 AM – 4:00 PM	**Free**
4:00 PM – 4:30 PM	Meeting Phil/Jason follow-up on ethics discussion Jason's Office Botel, Jason
4:30 PM – 5:00 PM	Follow up conversation with Jason Room 212-10 Carter, Denise
After 5:00 PM	**Free**

Fri, Apr 07

Before 8:30 AM	**Free**
8:30 AM – 3:30 PM	**Free**
3:30 PM – 3:45 PM	Conference call: Josh, Jason Botel Ventimiglia, Eric
3:45 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Sat, Apr 08 – Sun, Apr 09

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

AMERICAN OVERSIGHT

Mon, Apr 10

All Day	Stanley vacation Ventimiglia, Eric
All Day	Jim Manning Telecommuting
Before 8:30 AM	**Free**
8:30 AM – 10:00 AM	**Free**
10:00 AM – 11:00 AM	Meeting with Stacey Jordan and others WDCFB6-7E100 Botel, Jason
11:00 AM – 1:30 PM	**Free**
1:30 PM – 2:00 PM	FW: Meeting w/Deputy Secretary Deputy Secretary's Office Tighe, Kathleen S.
1:30 PM – 2:30 PM	Political Hiring Process 2nd Floor Conference Room 248-20 Carter, Denise
2:30 PM – 3:00 PM	**Free**
3:00 PM – 3:30 PM	work time
3:30 PM – 4:00 PM	Meeting Ref OMB Calendar Jason's Office 7W307 Botel, Jason
4:00 PM – 5:00 PM	**Free**
5:00 PM – 5:30 PM	call Fito
After 5:30 PM	**Free**

Tue, Apr 11

All Day	(b)(6)
All Day	Jim Manning Telecommuting
Before 8:30 AM	**Free**
8:30 AM – 8:45 AM	**Free**
8:45 AM – 9:15 AM	Jim Manning Telecommuting Call with Justin Riemer Manning, James
9:00 AM – 9:30 AM	office time
9:30 AM – 12:30 PM	**Free**
12:30 PM – 1:00 PM	office time
1:00 PM – 2:00 PM	**Free**
2:00 PM – 2:30 PM	Confirmed Motor Pool Transportation LBJ to EEOB

AMERICAN OVERSIGHT

	2:30 PM – 3:00 PM	Meeting Bert Wyman Bert"s Office at EEOB Room 238 Botel, Jason
	3:00 PM – 4:30 PM	President's Management Council (PMC) Eisenhower Executive Office Building, Room 430 Botel, Jason
	4:30 PM – 4:45 PM	Confirmed Motor Pool Transportation EEOB to LBJ
	4:45 PM – 5:00 PM	**Free**
	5:00 PM – 5:30 PM	Liza, Deb
	After 5:30 PM	**Free**

Wed, Apr 12

	All Day	(b)(6)
	All Day	Jim Manning Telecommuting
	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	Jim Manning Telecommuting Manning, James
	8:30 AM – 9:00 AM	Jason Offsite
	9:00 AM – 1:00 PM	**Free**
	1:00 PM – 2:00 PM	PSLF briefing Under secretary's office (7E307) or (b)(6) (b)(6) Arnold, Nathan
	2:00 PM – 3:30 PM	**Free**
	3:30 PM – 4:00 PM	(b)(6)
	4:00 PM – 5:00 PM	work time
	After 5:00 PM	**Free**

Thu, Apr 13

	All Day	(b)(6)
	All Day	Jim Manning Telecommuting
	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	Jim Manning Telecommuting Manning, James
	8:30 AM – 9:00 AM	Mark / jason chat Jason's Office 7W307 Botel, Jason
	9:00 AM – 9:30 AM	**Free**

AMERICAN OVERSIGHT

9:30 AM – 10:00 AM	Jana / jason chat about Brickman 7w307 Botel, Jason
10:00 AM – 10:30 AM	Briefing on Indian Education Programs Secretary's Conference Room (OS Managed) Venable, Joshua
10:30 AM – 11:00 AM	**Free**
11:00 AM – 11:30 AM	Confirmed Motor Pool Transportation LBJ to EEOB
11:30 AM – 12:00 PM	Meeting John Gray/Jason Botel/Ja'Ron Smith EEOB 243 Botel, Jason
12:00 PM – 12:30 PM	in case meeting goes over
12:30 PM – 1:00 PM	Confirmed Motor Pool Transportation EEOB LBJ
1:00 PM – 5:00 PM	**Free**
5:00 PM – 5:30 PM	Passback and Testimony Ebony's Navarro, Erica
After 5:30 PM	**Free**

Fri, Apr 14

All Day	(b)(6)
All Day	Jim Manning Telecommuting
Before 8:00 AM	**Free**
8:00 AM – 8:30 AM	Jim Manning Telecommuting Manning, James
8:30 AM – 10:00 AM	**Free**
10:00 AM – 10:30 AM	Meeting - Jeremy Ayers/Results 4 America WDCFB6-7C100 Botel, Jason
10:30 AM – 11:00 AM	work time
11:00 AM – 11:45 AM	Budget meeting Secretary's Conference Room (OS Managed) Venable, Joshua
11:45 AM – 12:00 PM	**Free**
12:00 PM – 12:30 PM	Meet/Greet Patrick Rooney/Jason Botel Jason's Office 3W315 Botel, Jason
12:30 PM – 1:00 PM	**Free**
1:00 PM – 1:30 PM	OSP Briefing Secretary's Conference Room (OS Managed) Venable, Joshua

AMERICAN OVERSIGHT

	1:30 PM – 2:00 PM	**Free**
■	2:00 PM – 2:30 PM	work time
	2:30 PM – 3:00 PM	**Free**
■	3:00 PM – 3:15 PM	Weekly Update: Jason Botel COS Office Venable, Joshua
	3:15 PM – 3:30 PM	**Free**
■	3:30 PM – 4:00 PM	Private
■	4:00 PM – 5:00 PM	work time
	After 5:00 PM	**Free**

Sat, Apr 15 – Sun, Apr 16

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Mon, Apr 17

	Before 8:30 AM	**Free**
	8:30 AM – 10:00 AM	**Free**
■	10:00 AM – 10:30 AM	Jason/Gillian teach to lead Cohen-Boyer, Gillian
■	10:30 AM – 11:00 AM	Discuss Stillman re:Payments Jason's Office 3W315 Botel, Jason
	11:00 AM – 4:00 PM	**Free**
■	4:00 PM – 4:30 PM	Meet w/Office of Migrant Education & School Support and Rural Programs Starbucks - Holiday Inn Botel, Jason
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Tue, Apr 18

	All Day	(b)(6)
	Before 8:30 AM	**Free**
	8:30 AM – 10:30 AM	**Free**
■	10:30 AM – 11:00 AM	Call - Anna Baldwin/Teaching Ambassador Fellow Jason to call Anna (b)(6) Botel, Jason

AMERICAN OVERSIGHT

■	11:00 AM – 11:30 AM	EVENT: Military Child Education Coalition LBJ - Lobby (West end of building - Maryland Ave Side)
□	**11:30 AM – 12:30 PM**	**Free**
■	12:30 PM – 1:00 PM	Meet w/Monique Chism Jason's Office - 3W315 Botel, Jason
□	**1:00 PM – 1:30 PM**	**Free**
■	1:30 PM – 2:00 PM	Monique / Mark / Jason chat Jason's Office 3W315 Botel, Jason
□	**2:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	Meet w/Mark W. Jason's Office - 3W315 Botel, Jason
■	4:00 PM – 5:00 PM	Private - Do Not Schedule
□	**After 5:00 PM**	**Free**

Wed, Apr 19

■	All Day	(b)(6)

Thu, Apr 20

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 8:45 AM**	**Free**
■	8:45 AM – 9:00 AM	Call - Discuss Tuesday/Thursday Meeting - Call in (b)(6) Secretary's Conference Room (OS Managed) Botel, Jason
□	**9:00 AM – 9:15 AM**	**Free**
■	9:15 AM – 10:00 AM	FW: Meet & Greet with Jason Botel WDCFB6-3C100 Chism, Monique
■	10:00 AM – 10:30 AM	Follow Up on Secretary's Supplemental Priorities WDCFB6-7C101 Brickman, Michael
■	10:30 AM – 11:00 AM	Meet w/Monique Jason's Office - 3W315 Botel, Jason
□	**11:00 AM – 11:30 AM**	**Free**
■	11:30 AM – 12:00 PM	Pre-Meet for External Event on 4/24 & 4/25 Jason's Office - 3W315 Botel, Jason
■	12:00 PM – 12:30 PM	reconcile calendar for following week and schedule

AMERICAN OVERSIGHT

		next
■	12:30 PM – 1:00 PM	Travel - EEOB
■	1:00 PM – 2:30 PM	FW: RSFLG Quarterly Meeting Eisenhower Executive Office Building; Conference Room 350 RSFLG
■	2:30 PM – 3:00 PM	Travel - LBJ
■	3:00 PM – 3:15 PM	Kara / Andrew / Jason chat Kara & Andrew will call Jason McKee, Kara L. EOP/WHO
□	**3:15 PM – 4:00 PM**	**Free**
■	4:00 PM – 4:45 PM	OII Meeting: Josh, Ebony, Jason COS Office Venable, Joshua
□	**4:45 PM – 5:00 PM**	**Free**
■	5:00 PM – 5:45 PM	Senior Staff Meeting Secretary's Conference Room (OS Managed) Venable, Joshua
■	5:45 PM – 6:15 PM	jason briefs Dougie on political conflict of interest system conversation Botel, Jason
□	**After 6:15 PM**	**Free**

Fri, Apr 21

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 9:30 AM	ESSA Requirements Jason's Office - 3W315 Botel, Jason
□	**9:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 10:45 AM	100-Day Meeting Secretary's Conference Room (OS Managed) Venable, Joshua
■	10:45 AM – 11:15 AM	Ebony trains jason in NIA and related reviews 3W315 Botel, Jason
□	**11:15 AM – 11:30 AM**	**Free**
■	11:30 AM – 12:00 PM	Follow-up - ESSA Requirements Jason's Office - 3W315; Dial info. in Invite Botel, Jason
■	12:00 PM – 1:00 PM	FW: Discussing postsecondary education reforms (VENABLE) Secretary's Conference Room (OS Managed) Secretary's Conference Room (OS Managed)
■	1:00 PM – 1:30 PM	Meet w/OESE Staffers

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		Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:00 PM	Meeting Patricia/Rick 400 Maryland Ave, SW, Wash DC Room - Jason's Office - 3W315 Botel, Jason
	2:00 PM – 2:15 PM	**Free**
■	2:15 PM – 2:45 PM	Meet w/Mark and Monique Jason's Office - 3W315 Botel, Jason
■	2:45 PM – 3:30 PM	Check-In w/Monique C. Jason's Office - 3W315 Botel, Jason
■	3:30 PM – 3:45 PM	Weekly Update: Jason Botel COS Office Venable, Joshua
	3:45 PM – 4:00 PM	**Free**
■	4:00 PM – 4:30 PM	Meeting - Jim Kohlmoos/EDGE Partners 400 Maryland Ave, SW, Washington DC 20202 - Jason's Office - 3W315 Botel, Jason
■	4:30 PM – 5:00 PM	Office Time
■	4:45 PM – 5:00 PM	Quick stop by Monique's Office Monique's Office
■	5:00 PM – 5:30 PM	follow up - convo with amy Mr. Manning's office - CALL IN BELOW Smith, Kathleen
	After 5:30 PM	**Free**

Sat, Apr 22

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sun, Apr 23

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	5:00 PM – 6:00 PM	**Free**
■	6:00 PM – 6:30 PM	jason calls Ebony to discuss Truman Scholarship foundation board and proposed truman scholar fellowships at ED Botel, Jason
	After 6:30 PM	**Free**

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Mon, Apr 24

All Day	(b)(6)
Before 8:30 AM	**Free**
8:30 AM – 10:45 AM	**Free**
10:45 AM – 11:30 AM	work time
11:30 AM – 12:00 PM	Confirmed Motor Pool Transportation LBJ - Fairmont Hotel Georgetown Botel, Jason
12:00 PM – 12:30 PM	53rd Washington Policy Seminar/The Institute for Educational Leadership Fairmont Hotel Georgetown, 2401 M St, NW, Washington DC Botel, Jason
12:30 PM – 1:00 PM	Confirmed Return Transportation Fairmont Hotel Georgetown - LBJ
1:00 PM – 1:45 PM	Meeting with CCSSO Chiefs TBC DeVos, Betsy
1:45 PM – 2:00 PM	**Free**
2:00 PM – 2:30 PM	(b)(6) Jason's Office - 3W315 / Jason will Call Samantha - (b)(6) Botel, Jason
2:30 PM – 3:00 PM	(b)(6)
3:00 PM – 4:00 PM	**Free**
4:00 PM – 5:00 PM	work time
5:00 PM – 6:00 PM	**Free**
6:00 PM – 6:30 PM	PLEASE HOLD FOR CALL on stillman with WH (b)(6) MEET in Mr. Manning's office if here Smith, Kathleen
6:00 PM – 6:45 PM	Stillman Call (b)(6) (b)(6) EOP/WHO
After 6:45 PM	**Free**

Tue, Apr 25

Before 8:30 AM	**Free**

AMERICAN OVERSIGHT

	8:30 AM – 10:15 AM	**Free**
	10:15 AM – 10:45 AM	Confirmed Motor Pool Transportation LBJ to Arlington Botel, Jason
	10:45 AM – 11:15 AM	NASSP Advocacy Conference Key Bridge Marriott, 1401 Lee Highway, Arlington, VA 22209 (Capitol View Ballroom)
	11:15 AM – 11:45 AM	Confirmed Motor Pool Transportation
	11:45 AM – 12:00 PM	**Free**
	12:00 PM – 12:30 PM	Ebony / jason meet Ebony's Office -7W201 Botel, Jason
	12:30 PM – 1:00 PM	private
	1:00 PM – 1:15 PM	**Free**
	1:15 PM – 1:45 PM	(b)(6) Botel, Jason
	1:45 PM – 2:00 PM	**Free**
	2:00 PM – 2:45 PM	Meeting with CCSSO Chiefs Secretary's Conference Room DeVos, Betsy
	2:45 PM – 3:00 PM	**Free**
	3:00 PM – 3:30 PM	Call w/Katie Boody Jason Calls Katie - (b)(6) Botel, Jason
	3:30 PM – 4:00 PM	Meet w/Office of Safe and Healthy Students Jason's Office - 3W315 Botel, Jason
	4:00 PM – 4:30 PM	Office Time
	4:30 PM – 5:00 PM	Check-In w/Monique & Mark Jason's Office - 3W315 Botel, Jason
	After 5:00 PM	**Free**

Wed, Apr 26

	Before 8:30 AM	**Free**
	8:30 AM – 9:30 AM	**Free**
	9:30 AM – 10:00 AM	Materials for NAFIS Meeting
	9:30 AM – 10:00 AM	Meeting w/National Association of Federally Impacted Schools (NAFIS) Secretary's Conference Room (OS Managed) Botel, Jason
	10:00 AM – 10:30 AM	Fellowship Applicants--Phone Interviews Jason's Office 3W315

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		Botel, Jason
■	10:30 AM – 11:00 AM	Discuss Org. Structure Jason's Office - 3W315 Botel, Jason
■	11:00 AM – 12:00 PM	OESE All Staff Meeting--NEW TIME!!! LBJ Auditorium, Mediasite & EDStream Ahmady, Lori
□	**12:00 PM – 1:00 PM**	**Free**
■	1:00 PM – 1:30 PM	Follow-up Meeting Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:00 PM	Meet/Greet Bill and Jason Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	Discuss National Urban League Event Prep Jason's Office - 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	Meet w/Andrew Broy Jason's Office - 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	Pre-Meet w/Monique and Mark re retreat & budget Jason's Office - 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	reconcile calendar for next week and schedule next
■	3:30 PM – 4:00 PM	work time
□	**4:00 PM – 4:30 PM**	**Free**
■	4:30 PM – 4:45 PM	Phone Calls to Chief State School Officers - Delaware Jason will Call Susan Bunting -(b)(6)
□	**4:45 PM – 5:00 PM**	**Free**
□	**After 5:00 PM**	**Free**

Thu, Apr 27

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 3:00 PM	OESE Leadership Retreat CNCS - 250 E St SW, Washington, DC 20024 (Rm 3301"Freedom") Washington, Mark
■	12:00 PM – 12:30 PM	Confirmed: Transportation - CNCS to LBJ
■	12:30 PM – 1:30 PM	(b)(6)
■	1:00 PM – 2:30 PM	2017 class of State Teachers of the Year (STOYs) LBJ - Library
■	1:45 PM – 2:00 PM	Q & A for State Teacher of the Year LBJ Library - Basement

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■	2:30 PM – 3:15 PM	Office Time
■	3:15 PM – 3:30 PM	Phone Calls to Chief State School Officer - Arkansas Jason will Call Johnny Key - (b)(6)
■	3:30 PM – 4:30 PM	OESE and OELA Quarterly Budget Meeting 5C100 Navarro, Erica
■	4:30 PM – 4:45 PM	Phone Calls to Chief State School Officers - California Tom Torlakson will Call Jason Botel, Jason
□	**4:45 PM – 5:00 PM**	**Free**
□	**After 5:00 PM**	**Free**

Fri, Apr 28

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 9:30 AM	Briefing on Truman Scholars (b)(6) Botel, Jason
□	**9:30 AM – 10:30 AM**	**Free**
■	10:30 AM – 11:00 AM	Meet w/ Office of Academic Improvement - Sylvia Lyles Jason's Office - 3W315 Botel, Jason
■	11:00 AM – 11:30 AM	Meeting Patrick/Jason discuss Title II Guidance Document Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	Office Time
□	**12:00 PM – 2:00 PM**	**Free**
■	2:00 PM – 2:30 PM	Meet w/Office of Early Learning Jason's Office - 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	OSEP Memo: Visual Impairments Eligibility Determinations Deputy Secretary's Office (behind glass doors); 866 852-9179, Code: 9507217 Vitelli, Edward
■	3:00 PM – 4:00 PM	Office Time
■	4:00 PM – 5:00 PM	(b)(6)
□	**After 5:00 PM**	**Free**

Sat, Apr 29 – Sun, Apr 30

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	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Details

Tuesday, April 04, 2017

Time 1:00 PM – 2:00 PM
Subject FW: Freedom of Information Act Training
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

There is a Freedom of Information Act Training today at 1. See below.

-----Original Appointment-----
From: Toner, Jana On Behalf Of Siegelbaum, Jill
Sent: Friday, March 24, 2017 12:56 PM
To: Siegelbaum, Jill; Eitel, Robert; Frendewey, Matthew; Goad, Robert; Holden, Ronald; Ham, Holly; Hudson, Alexandra; Jones, Amy; Kossack, Andrew; Lee, Ebony; Oberlies, Michael; Manning, James; Reynolds, Cody; Riemer, Jeffrey (Justin); Rigas, Laura; Ruddock, Neil; Shaheen, Patrick; HYPERLINK "mailto:Dougie.Simmons@ED.gov" Dougie.Simmons@ED.gov; Smith, Kathleen; Toner, Jana; Venable, Joshua; Ventimiglia, Eric; Ward, Jerry; Young, Patrick; Rosenfelt, Phil; Sasser, Tracey; Kim, Eun (OGC); Mayo-Tall, Karen; Wilson, Lauren; Styles, Kathleen; Smith, Gregory; Wehausen, Robert
Cc: Cox-Roush, Deborah; Caliguiran, Arthur; Arrington, Angela
Subject: Freedom of Information Act Training
When: Tuesday, April 04, 2017 1:00 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Secretary's Conference Room (OS Managed)

Good afternoon, all –

As you may have heard, the Freedom of Information Act (FOIA) can be a hot button topic in the federal government. Not to worry: the Office of the General Counsel and FOIA Service Center are providing training to answer all your FOIA questions, including:

What are our obligations under FOIA?
Who can file a FOIA request?
What records fall within the reach of FOIA?
Does FOIA allow us to protect any of our records from disclosure?
What are the most common types of FOIA issues raised at the Department?
What do we do if we receive a FOIA request?

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Please join us for this informational training, and learn how we at ED put the "fun" in FOIA!

Jill Siegelbaum
OGC

Attendees	Name <E-mail>	Attendance
	Siegelbaum, Jill <Jill.Siegelbaum@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required
	Holden, Ronald <Ronald.Holden@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
	Jones, Amy <Amy.Jones@ed.gov>	Required
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Oberlies, Michael <Michael.Oberlies@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Riemer, Jeffrey (Justin) <Justin.Riemer@ED.gov>	Required
	Rigas, Laura <Laura.Rigas@ed.gov>	Required
	Ruddock, Neil <Neil.Ruddock@ed.gov>	Required
	Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Required
	Dougie.Simmons@ED.gov <Dougie.Simmons@ED.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Toner, Jana <Jana.Toner@ed.gov>	Required
	Venable, Joshua <Joshua.Venable@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

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Ward, Jerry <Jerry.Ward@ed.gov>	Required
Young, Patrick <Patrick.Young@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Sasser, Tracey <Tracey.Sasser@ed.gov>	Required
Kim, Eun (OGC) <Eun.Kim@ed.gov>	Required
Mayo-Tall, Karen <Karen.Mayo-Tall@ed.gov>	Required
Wilson, Lauren <Lauren.Wilson@ed.gov>	Required
Styles, Kathleen <Kathleen.Styles@ed.gov>	Required
Smith, Gregory <Gregory.Smith@ed.gov>	Required
Wehausen, Robert <Robert.Wehausen@ed.gov>	Required
Cox-Roush, Deborah <Deborah.Cox-Roush@ed.gov>	Optional
Caliguiran, Arthur <Arthur.Caliguiran@ed.gov>	Optional
Arrington, Angela <Angela.Arrington@ed.gov>	Optional
Bailey, Nathan <Nathan.Bailey@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Brickman, Michael <Michael.Brickman@ed.gov>	Optional
Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Optional
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Optional
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Optional
Eck, Kevin <Kevin.Eck@ed.gov>	Optional

Wednesday, April 05, 2017

Time 9:00 AM – 10:00 AM
Subject FW: Briefing on FY 2018 Passback
Location Secretary's Conference ROom
Show Time As Busy

-----Original Appointment-----
From: DeVos, Betsy
Sent: Tuesday, April 04, 2017 11:46 AM
To: DeVos, Betsy; EDCalendar; Vizzi, Daniel (USMS); Buchesky, Stanley;

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Goad, Robert; Lee, Ebony; Navarro, Erica; Simpson, Daniel; Perkins, Hillary; Kean, Larry; Bell-Ellwanger, Jenn; Conaty, Joe
Cc: Manning, James
Subject: Briefing on FY 2018 Passback
When: Wednesday, April 05, 2017 9:00 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: Secretary's Conference ROom

Please let Sarah know ASAP if anyone else should be included on this invitation.

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Vizzi, Daniel (USMS) <Daniel.Vizzi@usdoj.gov>	Required
	Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Navarro, Erica <Erica.Navarro@ed.gov>	Required
	Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
	Perkins, Hillary <Hillary.Perkins@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional
	Venable, Joshua <Joshua.Venable@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Thursday, April 06, 2017

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Time 10:30 AM – 11:00 AM
Subject Preview--School Ambassador Fellowship Slate
Location 5E316
Show Time As Busy

UPDATE 4/6: Moving to Karen's office, 5E316.

UPDATE 4/5: Resending, per Paula.

Hi Jason:

As per your request, Celeste and I plan to give you a preview of the results of our application review at this time, prior to the April 13th deep-dive meeting with you and the rest of ED senior leaders (it appears to be available as per your calendar, but looping Paula to be sure).

Thanks,
Karen & Celeste

Attendees	**Name <E-mail>**	**Attendance**
	Stratman, Karen <Karen.Stratman@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
	Hill, Paula <Paula.Hill@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Meeting Phil/Jason follow-up on ethics discussion
Location Jason's Office
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required

---

Time 4:30 PM – 5:00 PM
Subject Follow up conversation with Jason
Location Room 212-10
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Carter, Denise <Denise.Carter@ed.gov>	Organizer

Friday, April 07, 2017

Time 3:30 PM – 3:45 PM
Subject Conference call: Josh, Jason Botel

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Show Time As	Busy
	Dial-in: 877-951-5968
	Participant: 525 6991
Categories	Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Monday, April 10, 2017

Time	All Day
Subject	Jim Manning Telecommuting
Show Time As	Free

Time	4/10/2017 12:00 AM – 4/15/2017 12:00 AM
Subject	Stanley vacation
Show Time As	Free

Attendees	**Name <E-mail>**	**Attendance**
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Organizer
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time	10:00 AM – 11:00 AM
Subject	Meeting with Stacey Jordan and others
Location	WDCFB6-7E100
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	WDCFB6-7E100 <WDCFB6-7E100@ed.gov>	Resource

Time	1:30 PM – 2:00 PM
Subject	FW: Meeting w/Deputy Secretary
Location	Deputy Secretary's Office
Show Time As	Tentative

-----Original Appointment-----
From: Tighe, Kathleen S.
Sent: Wednesday, April 05, 2017 8:55 AM
To: Tighe, Kathleen S.; Conaty, Joe; Howard, Pat; Coe, Charles
Subject: Meeting w/Deputy Secretary
When: Monday, April 10, 2017 1:30 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Deputy Secretary's Office

Attendees	**Name <E-mail>**	**Attendance**

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Tighe, Kathleen S. <Kathleen.Tighe@ed.gov>	Organizer
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Howard, Pat <Pat.Howard@ed.gov>	Required
Coe, Charles <Charles.Coe@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Optional
Venable, Joshua <Joshua.Venable@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional

Time 1:30 PM – 2:30 PM
Subject Political Hiring Process
Location 2nd Floor Conference Room 248-20
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Carter, Denise <Denise.Carter@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Luczak, Ronald <Ronald.Luczak@ed.gov>	Required
Toner, Jana <Jana.Toner@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Barclay, Valarie <Valarie.Barclay@ed.gov>	Required
Senecal, Lisa <Lisa.Senecal@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject work time
Show Time As Busy
Categories Yellow Category

Time 3:30 PM – 4:00 PM
Subject Meeting Ref OMB Calendar
Location Jason's Office 7W307
Show Time As Busy

Background:
Hi Paula, can you please find time for Erica and me to meet on Monday to discuss the OMB calendar?

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Sent from my iPhone
1. What visions should we be considering laying out, if any, to start to build public support for the directions we are going, esp in the context of the budget blueprint
2. Mtgs w/OMB, fsa, budget service, etc?

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Navarro, Erica <Erica.Navarro@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject call Fito
Show Time As Busy
Categories Blue Category

Tuesday, April 11, 2017

Time All Day
Subject Jim Manning Telecommuting
Show Time As Free

Time 8:45 AM – 9:15 AM
Subject Jim Manning Telecommuting
Location Call with Justin Riemer
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Manning, James <James.Manning@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject office time
Show Time As Busy
Categories Yellow Category

Time 12:30 PM – 1:00 PM
Subject office time
Show Time As Busy
Categories Yellow Category

Time 2:00 PM – 2:30 PM
Subject Confirmed Motor Pool Transportation
Location LBJ to EEOB
Show Time As Out of Office

Time 2:30 PM – 3:00 PM
Subject Meeting Bert Wyman

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Location	Bert"s Office at EEOB Room 238
Show Time As	Out of Office

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Wyman, Bertram J. EOP/OMB <Bertram_J_Wyman@omb.eop.gov>	Required

---

Time	3:00 PM – 4:30 PM
Subject	President's Management Council (PMC)
Location	Eisenhower Executive Office Building, Room 430
Show Time As	Out of Office

From: Springer, Linda M. EOP/OMB
[mailto:Linda.M.Springer@omb.eop.gov]
Sent: Tuesday, April 04, 2017 7:18 PM
To: HYPERLINK "mailto:Andy.Baukol@Treasury.gov" Andy.Baukol@Treasury.gov; HYPERLINK "mailto:beatrice.disman@ssa.gov" beatrice.disman@ssa.gov; HYPERLINK "mailto:chip.fulghum@hq.dhs.gov" chip.fulghum@hq.dhs.gov; HYPERLINK "mailto:Colleen.Barros@hhs.gov" Colleen.Barros@hhs.gov; HYPERLINK "mailto:david.tillotson1.civ@mail.mil" david.tillotson1.civ@mail.mil; Herbst, Ellen EOP; HYPERLINK "mailto:eugene.cornelius@sba.gov" eugene.cornelius@sba.gov; HYPERLINK "mailto:Flynn.mike@epa.gov" Flynn.mike@epa.gov; HYPERLINK "mailto:Grace.Bochenek@netl.doe.gov" Grace.Bochenek@netl.doe.gov; HYPERLINK "mailto:hugler.edward@dol.gov" hugler.edward@dol.gov; HYPERLINK "mailto:Janet.M.Golrick@hud.gov" Janet.M.Golrick@hud.gov; Conaty, Joe; HYPERLINK "mailto:juliette_lillie@ios.doi.gov" juliette_lillie@ios.doi.gov; HYPERLINK "mailto:kathleen.mcgettigan@opm.gov" kathleen.mcgettigan@opm.gov; HYPERLINK "mailto:Keith.Washington@dot.gov" Keith.Washington@dot.gov; HYPERLINK "mailto:kenneyka2@state.gov" kenneyka2@state.gov; Lofthus, Lee EOP; HYPERLINK "mailto:lesa.b.roe@nasa.gov" lesa.b.roe@nasa.gov; HYPERLINK "mailto:mike.young@obpa.usda.gov" mike.young@obpa.usda.gov; HYPERLINK "mailto:Scott.Blackburn@va.gov" Scott.Blackburn@va.gov; HYPERLINK "mailto:Tim.Horne@gsa.gov" Tim.Horne@gsa.gov
Cc: Brown, Dustin S. EOP/OMB; Mirza, Asma Y. EOP/OMB; HYPERLINK "mailto:mary.reding@cfo.gov" mary.reding@cfo.gov; HYPERLINK "mailto:josie.beets@gsa.gov" josie.beets@gsa.gov
Subject: PMC Meeting on 4/11, 3-4:30pm

Dear PMC Members,

We are scheduling a President's Management Council (PMC) meeting for next Tuesday, April 11, 3:00 p.m. to 4:30 p.m. in the Eisenhower

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Executive Office Building, Room 430. We plan to discuss and get your feedback on the HYPERLINK "https://www.whitehouse.gov/the-press-office/2017/03/13/presidential-executive-order-comprehensive-plan-reorganizing-executive" Executive Order on reorganizing the Executive Branch and the workforce plan required by the Presidential Memorandum, as well as discuss next steps in implementation.

As a member or acting member of the President's Management Council, I look forward to seeing you there. For this meeting, we are also extending an optional plus one for your agency Senior White House Liaison. Requests for substitutes will be evaluated on a case-by-case basis. Please RSVP to by COB Friday to HYPERLINK "mailto:josie.beets@gsa.gov" josie.beets@gsa.gov. If you need access to the White House Complex, please fill out your legal information here: https://events.whitehouse.gov/form?rid=4TH362D6JG and remember to bring your government-issued photo ID.

Please let me or Dustin Brown know if you have any questions.

Best regards,

Linda Springer

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 4:30 PM – 4:45 PM
Subject Confirmed Motor Pool Transportation
Location EEOB to LBJ
Show Time As Out of Office

Time 5:00 PM – 5:30 PM
Subject Liza, Deb
Show Time As Busy
Categories Blue Category

Wednesday, April 12, 2017

Time All Day
Subject Jim Manning Telecommuting
Show Time As Free

Time 8:00 AM – 8:30 AM
Subject Jim Manning Telecommuting
Show Time As Busy
Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

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Attendees	Name <E-mail>	Attendance
	Manning, James <James.Manning@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 8:30 AM – 9:00 AM
Subject Jason Offsite
Show Time As Out of Office
Categories Yellow Category

Time 1:00 PM – 2:00 PM
Subject PSLF briefing
Location Under secretary's office (7E307) or 877-785-9050; 1118849#
Show Time As Busy
Update 4/11: Adding call-in for offsite staff.

We will provide materials in advance of the meeting.

Attendees	Name <E-mail>	Attendance
	Arnold, Nathan <Nathan.Arnold@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
	Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	McLarnon, Gail <Gail.McLarnon@ed.gov>	Required
	Siegel, Brian <Brian.Siegel@ed.gov>	Required
	Smith, Brian <Brian.Smith@ed.gov>	Required
	Foss, Ian <Ian.Foss@ed.gov>	Required
	Leith, William <William.Leith@ed.gov>	Required
	Oldre, Lisa <Lisa.Oldre@ed.gov>	Required
	Urwitz, Jay <Jay.Urwitz@ed.gov>	Required

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Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Jenkins, Harold <Harold.Jenkins@ed.gov>	Required
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
LaVia, Mark <Mark.LaVia@ed.gov>	Optional
Battle, Cynthia <Cynthia.Battle@ed.gov>	Optional
Chialastri, Taneka <Taneka.Chialastri@ed.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject Call Omari
Location Jason to call Omari - 410-960-0487
Show Time As Busy

Background
Hi Paula-- I spoke with Omari and he said it was totally fine to have Jason call him any time next week when he has a chance. He said it can be an organic convo (don't need to schedule but Jason can just call).

I will follow up with you at the end of next week to see if they were able to connect- and if not then we will just look to schedule something the week after.

Does this sound OK to you?

Let me know.

Thank you,
Lauren

-----Original Message-----
From: Williams, Lauren
Sent: Wednesday, April 5, 2017 4:13 PM
To: 'Hill, Paula' < HYPERLINK "mailto:Paula.Hill@ed.gov"
Paula.Hill@ed.gov>
Subject: RE: Call

Sounds good!

Ill respond with some availability after I connect with him tomorrow morning.

Many thanks Paula.

-Lauren

Hi Paula-- I spoke with Omari and he said it was totally fine to have

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Jason call him any time next week when he has a chance. He said it can be an organic convo (don't need to schedule but Jason can just call).

I will follow up with you at the end of next week to see if they were able to connect- and if not then we will just look to schedule something the week after.

Does this sound OK to you?

Let me know.

Thank you,
Lauren

-----Original Message-----
From: Hill, Paula [mailto:Paula.Hill@ed.gov]

-----Original Message-----
From: Hill, Paula [mailto:Paula.Hill@ed.gov]
Sent: Wednesday, April 5, 2017 3:02 PM
To: Williams, Lauren < HYPERLINK
"mailto:Lauren.Williams@teachforamerica.org"
Lauren.Williams@teachforamerica.org>
Subject: RE: Call

Hi Lauren,

Please let me know if anything might work for next week for Omari.

Thanks so much
Paula Hill
(202) 401-0325

-----Original Message-----
From: Botel, Jason
Sent: Tuesday, April 04, 2017 9:52 PM
To: Lauren Williams; Hill, Paula
Subject: Call

I am very sorry to do this again, but I have been called into a meeting with the Secretary tomorrow at a time that conflicts with the call scheduled for Omari and me. Can we please reschedule for next week?

Sent from my iPhone

Categories Blue Category

Time 4:00 PM – 5:00 PM

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Subject work time
Show Time As Busy
Categories Yellow Category

Thursday, April 13, 2017

Time All Day
Subject Jim Manning Telecommuting
Recurrence Occurs every day effective 4/12/2017 until 4/14/2017
Reminder 18 hours
Show Time As Free

Time 8:00 AM – 8:30 AM
Subject Jim Manning Telecommuting
Recurrence Occurs every day effective 4/12/2017 until 4/15/2017 from 8:00 AM to 8:30 AM
Reminder 15 minutes
Show Time As Busy

Exchange Server re-created a meeting that was missing from your calendar.

———

Sent by Microsoft Exchange Server

Attendees	**Name <E-mail>**	**Attendance**
	Manning, James <James.Manning@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 8:30 AM – 9:00 AM
Subject Mark / jason chat
Location Jason's Office 7W307
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Jana / jason chat about Brickman
Location 7w307
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Toner, Jana <Jana.Toner@ed.gov>	Required

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Time 10:00 AM – 10:30 AM
Subject Briefing on Indian Education Programs
Location Secretary's Conference Room (OS Managed)
Attachments Briefing Document on ED-Interior 4-13-2017.docx
Briefing Deck ED-Interior 4-13-2017.pptx
Show Time As Busy

Please note updated location.

Patrick – please forward to the individuals on your team that should be included. I understand that Monique will not attend, just including for awareness.

Josh would like to have a quick briefing on this topic, covering the role of the Department, and how we interact with Interior. Note: may be rescheduled should a change in the Secretary's schedule require Josh to be elsewhere.

Please let me know if there are any questions.

V/r,
Eric
202-453-6918

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Optional
	Salley, Robert <Robert.Salley@ed.gov>	Optional
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Optional
	Jung, Britt <Britt.Jung@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject Confirmed Motor Pool Transportation
Location LBJ to EEOB
Show Time As Out of Office

Time 11:30 AM – 12:00 PM

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Subject Meeting John Gray/Jason Botel/Ja'Ron Smith
Location EEOB 243
Show Time As Out of Office

From: Botel, Jason [mailto:Jason.Botel@ed.gov]
Sent: Wednesday, April 12, 2017 12:43 PM
To: Gray, John W. EOP/OMB < HYPERLINK "mailto:John.W.Gray@omb.eop.gov" John.W.Gray@omb.eop.gov>
Cc: (b)(6) EOP/WHO < HYPERLINK "mailto:Ja'Ron.K.Smith@who.eop.gov" Ja'Ron.K.Smith@who.eop.gov>; Hill, Paula < HYPERLINK "mailto:Paula.Hill@ed.gov" Paula.Hill@ed.gov>
Subject: URGENT - meeting tomorrow at EEOB 11:30?
Importance: High

Hi John,

Any chance we could meet tomorrow at 11:30am at EEOB? I just got off the phone with Ja'Ron Smith from DPC, and

1. I think it would be very helpful in the conversation; he spoke with Rick Dearborn today about Stillman;
2. It seems we should have this conversation sooner rather than later.

Please let me know. thanks!

> On Apr 6, 2017, at 11:50 PM, Gray, John W. EOP/OMB < HYPERLINK "mailto:John.W.Gray@omb.eop.gov" John.W.Gray@omb.eop.gov> wrote:
>
> I'm more than happy to come to ED. How does Thursday or Friday of next week look for you?
>
> John W Gray
> Executive Office of the President
> Office of Management and Budget
>
> On Apr 6, 2017, at 9:49 PM, Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov<mailto:Jason.Botel@ed.g ov" Jason.Botel@ed.gov<mailto:Jason.Botel@ed.gov>> wrote:
>
> Thanks, John! Let's definitely get something scheduled. Would you prefer to meet at OMB, ED, or somewhere in between? I am happy to make whatever work.
>
> Sent from my iPhone
>
> On Apr 6, 2017, at 4:11 PM, Gray, John W. EOP/OMB < HYPERLINK "mailto:John.W.Gray@omb.eop.gov<mailto:John.W.Gray @omb.eop.gov" John.W.Gray@omb.eop.gov<mailto:John.W.Gray@omb.eop .gov>>

AMERICAN OVERSIGHT

wrote:
>
> Hi Jason -
>
> I've actually been meaning to connect with the Ed in general, but your name has been mentioned in particular. As Mary suggested, I am the PAD for the Education division at OMB. If you have time sometime this week or, more likely, next week, I'd appreciate a few minutes to chat and establish a connection. I'm sure we'll be working closely together in the coming weeks/months.
>
> Thank, John
>
> From: Cassell, Mary I. EOP/OMB
> Sent: Thursday, April 6, 2017 3:52 PM
> To: Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov<mailto:Jason.Botel@ed.g ov" Jason.Botel@ed.gov<mailto:Jason.Botel@ed.gov>>; Gray, John W. EOP/OMB < HYPERLINK "mailto:John.W.Gray@omb.eop.gov<mailto:John.W.Gray @omb.eop.gov" John.W.Gray@omb.eop.gov<mailto:John.W.Gray@omb.eop .gov>>
> Subject: Introduction
>
> Hi Jason and John - I thought I'd connect the two of you electronically so you have each other's email addresses.
>
> Jason - it was great to see you yesterday. Please always feel free to reach out if you need anything. As background - John is the Program Associate Director (PAD) for the division the Education Branch is in at OMB - so he's the political head of our division. The division also covers the Department of Labor, part of HHS (including Head Start and child care), and part of USDA (including school lunch and SNAP).
>
> John - Jason is the White House Liaison at ED and is heading up both K-12 and post-sec policy.
>
> I hope the two of you have a chance to get together or to chat - or, I'm sure you'll run into each other in meetings, since...well...we spend a lot of time in meetings. Of course, no need to cc me - I'm just making the connection.
>
> Best,
> Mary
>
> Mary Cassell
> Education Branch Chief
> OMB/White House
> 202-395-5881
>
>
>

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	(b)(6) who.eop.gov @who.eop.gov>	Required
	Gray, John W. EOP/OMB <John.W.Gray@omb.eop.gov>	Required
	Morrell, David M. EOP/WHO <David.M.Morrell@who.eop.gov>	Optional

---

Time 12:00 PM – 12:30 PM
Subject in case meeting goes over
Show Time As Busy

Time 12:30 PM – 1:00 PM
Subject Confirmed Motor Pool Transportation
Location EEOB LBJ
Show Time As Out of Office

Time 5:00 PM – 5:30 PM
Subject Passback and Testimony
Location Ebony's
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Venable, Joshua <Joshua.Venable@ed.gov>	Required

Friday, April 14, 2017

Time All Day
Subject Jim Manning Telecommuting
Show Time As Free

Time 8:00 AM – 8:30 AM
Subject Jim Manning Telecommuting
Show Time As Busy

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Manning, James <James.Manning@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Meeting - Jeremy Ayers/Results 4 America
Location WDCFB6-7C100
Show Time As Busy

Background:
From: Jeremy Ayers [mailto: HYPERLINK "mailto:jeremy@results4america.org"jeremy@results4 america.org]
Sent: Monday, April 03, 2017 12:21 PM
To: Botel, Jason; Lee, Ebony
Subject: Meeting: evidence in education

Jason, Ebony,

I'm writing to request a meeting to discuss how ED can best use data and evidence to improve student outcomes.

We've been particularly focused on evaluation, evidence-driven innovation (EIR), Pay for Success, and evidence-informed grant making. I'd love to talk with you more about these and how the Secretary could leverage evidence to advance policy priorities. I could also talk about the annual HYPERLINK "http://2016.results4america.org"scorecard that we do of federal agencies, in which ED has participated and HYPERLINK "http://results4america.org/tools/works-federal-agencies-celebrate-progress-release-rfas-2016-federal-index/"featured as a leader across the federal government.

Any chance you have a few minutes in the next week or so? Glad to meet you for coffee if you prefer to get out of the office.

Thanks for your consideration,
Jeremy

Jeremy Ayers
Vice President, Policy
HYPERLINK "tel:(202)%20288-2186"202.288.2186 | HYPERLINK "mailto:Jeremy@results4america.org"Jeremy@results4 america.org
HYPERLINK "http://www.results4america.org/"www.results4america.org | @results4america

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Jeremy Ayers <jeremy@results4america.org>	Required
	WDCFB6-7C100 <WDCFB6-7C100@ed.gov>	Resource

Time 10:30 AM – 11:00 AM

AMERICAN OVERSIGHT

Subject work time
Show Time As Busy
Categories Yellow Category

Time 11:00 AM – 11:45 AM
Subject Budget meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Goad, Robert <Robert.Goad@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Meet/Greet Patrick Rooney/Jason Botel
Location Jason's Office 3W315
Show Time As Busy

4/14 Update: Change in Office – New Location 3W315

Of course -- happy to meet Jason. My schedule is up to date, if that helps, and I can reschedule if that is needed. I am out Monday but in the rest of the week.

Patrick

> On Apr 7, 2017, at 6:00 PM, Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov" Jason.Botel@ed.gov> wrote:
>
> Patrick - I would appreciate the opportunity to meet with you in the near future
>
> Paula - can you please schedule time for Patrick and me to meet in the near future?
>
> Sent from my iPhone

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

AMERICAN OVERSIGHT

Time	1:00 PM – 1:30 PM
Subject	OSP Briefing
Location	Secretary's Conference Room (OS Managed)
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Ruddock, Neil <Neil.Ruddock@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required

Time	2:00 PM – 2:30 PM
Subject	work time
Show Time As	Busy
Categories	Yellow Category

Time	3:00 PM – 3:15 PM
Subject	Weekly Update: Jason Botel
Location	COS Office
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time	3:30 PM – 4:00 PM
Subject	Private
Show Time As	Busy
	Hi Paula, can you please block out 3:30-4 on Friday 4/14 as "private " on my calendar? Sent from my iPhone
Categories	Orange Category

Time	4:00 PM – 5:00 PM
Subject	work time
Show Time As	Busy
Categories	Yellow Category

AMERICAN OVERSIGHT

Monday, April 17, 2017

Time	10:00 AM – 10:30 AM
Subject	Jason/Gillian teach to lead
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time	10:30 AM – 11:00 AM
Subject	Discuss Stillman re:Payments
Location	Jason's Office 3W315
Attachments	Stillman calculations.xlsx Stillman Secretary DEd Letter 4.15.pdf
Show Time As	Busy

Purpose: To discuss Stillman & Loan Payments.

Materials: As required, please send materials to Mike Johnston as soon as possible.

President Warrick says that Stillman is unable to make any payments whatsoever until September 1, and at that time and for the foreseeable future (at least a couple years until she is able to boost enrollment toward 2,000 students) will be able to pay only the original monthly loan payment amount of $259,000.
President Warrick mentioned that Stillman has an endowment of $17 million and asked whether they could "retroactively" match Title III funds for the endowment. Admittedly, I don't know exactly what she has in mind here.
Based on the information Don and President Warrick provided, Stillman needs help paying a total of $3,564,013 over the next six months, and then can pay the remaining $60,676,434 over the next 20 years.
Attached is a simple spreadsheet I drafted to make these calculations.
Question: what happens if ED does not receive $680,436 on 5/1/17 (or does not receive a full payment on any date)?

From Bill Poole, Alabama state legislator:

· I have been informed that Dr. Warwick has accepted a permanent position with the College, thereby removing her interim status. I believe that such a move signals that the leadership and community is committed to supporting her vision and leadership, and also signals her commitment and belief that Stillman can be successful if given the opportunity.

· I also understand that there has been some discussion regarding the possibility of matching funds for Stillman's endowment under Title III.

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I do not fully understand the intricacies of this issue, but the explanation that have heard strikes me as logical. I have asked for this issue to be explored in greater detail on our end, but in light of the time constraints facing Stillman, I thought it worth mentioning.

· In regards to the analysis of possible options, I would also make you aware that pursuant to the recent satisfaction of another loan, Stillman now enjoys 40 acres of unencumbered real estate that could be leveraged in order to accommodate any possible resolution.

· I am informed that Stillman has experienced some success recently with respect to alumni donations. This is an encouraging signal that the alumni and others are willing to support Stillman through this challenge, and that additional donations would be likely if a pathway to resolution is identified.

· Stillman is also exploring all possible options related to the possibility of advancing funds or guarantees from the Stillman Endowment/Bellingrath Foundation.

objattph://"

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Watson, Donald <Donald.Watson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Urwitz, Jay <Jay.Urwitz@ed.gov>	Optional
	Jenkins, Harold <Harold.Jenkins@ed.gov>	Optional
	Harrison, Daniel <Daniel.Harrison@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject Meet w/Office of Migrant Education & School Support and Rural

AMERICAN OVERSIGHT

Programs

Location Starbucks - Holiday Inn

Attachments OMESSRPApril172017.pptx

Show Time As Busy

4/17 Update: Meet across the street at the Starbucks – Holiday Inn

Purpose: Meet and greet with the program offices within OESE.

Materials:

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

(b)(6)

Time 10:30 AM – 11:00 AM

Subject Call - Anna Baldwin/Teaching Ambassador Fellow

Location Jason to call Anna @ 406-830-1307

Show Time As Busy

Background:
Anna E. Baldwin
Classroom Teaching Ambassador Fellow
HYPERLINK "mailto:anna.baldwin@ed.gov" anna.baldwin@ed.gov
406.830.1307

From: Botel, Jason
Sent: Thursday, April 06, 2017 9:07 AM
To: Baldwin, Anna
Cc: Hill, Paula; Arabo, Melody; McComb, Sean; Cohen-Boyer, Gillian; Rodriguez, Celeste
Subject: Re: STOY Secretary Request

Anna - thanks!

Paula - can you please
1. put the event below on my calendar?
2. Find time next week for Anna and me to talk about the event ?

Sent from my iPhone

On Apr 6, 2017, at 8:13 AM, Baldwin, Anna < HYPERLINK

AMERICAN OVERSIGHT

"mailto:Anna.Baldwin@ed.gov" Anna.Baldwin@ed.gov> wrote:
Good morning!

I'm following up to confirm that this event with the State Teachers of the Year is on your calendar. It has now been set for Thursday, April 27 from 1-2:30 pm.

We would also like to ask if you would be interested in doing a Q and A with the Teachers of the Year at the close of the event. We know these teachers would love to interact with an ED official and have a chance to follow up on some things they learned and heard during their 90 minutes at ED. Please let me know if this is something that interests you.

Thank you and have a great day!

Anna

Anna E. Baldwin
Classroom Teaching Ambassador Fellow
HYPERLINK "mailto:anna.baldwin@ed.gov" anna.baldwin@ed.gov
406.830.1307

On Mar 28, 2017, at 6:41 PM, Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov" Jason.Botel@ed.gov> wrote:
Anna - thanks!

Debbie - can you please work with Anna to get the necessary forms submitted to Sarah?

Paula - can you please work with Anna to make sure that the appropriate event gets on my calendar?

Sent from my iPhone

On Mar 28, 2017, at 6:23 PM, Baldwin, Anna < HYPERLINK "mailto:Anna.Baldwin@ed.gov" Anna.Baldwin@ed.gov> wrote:
Dear Mr. Botel:

In late April, the 2017 class of State Teachers of the Year (STOYs) will be visiting Washington as part of Washington Week sponsored by the Council of Chief State School Officers. It has been a tradition for the last many years for the State Teachers of the Year to visit the Department of Education during this celebratory week and to briefly meet with the Secretary as a large group.

As Teaching Ambassador Fellows and State Teachers of the Year from 2014 and 2015, we want to encourage Secretary DeVos to accept the invitation to participate in the high-level National Teacher of the Year events and to work with staff to welcome the STOYs to ED.

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After our Fellowship team met with you and Secretary DeVos in February, we felt a sense of collaboration and shared perspective that we would like the State Teachers of the Year to experience as well. It was a chance to connect on a personal level and begin important dialogue between the new administration and teachers in the field. During this transition, dialogue between policy makers and practitioners is needed now more than ever.

Engaging with the 50 State Teachers of the Year is also an important opportunity for the Secretary and the Department. Each of these educators is a well-regarded, opinion leader in his or her state and is afforded unique opportunities to speak and share his or her thoughts. We found that hearing directly from the Secretary in years past, and sharing our experiences with staff at the Department had far more impact on our understanding of national priorities than reading alone could ever provide. Those experiences opened doors to more interactions with the Department as STOYs, through Teach to Lead, and ultimately to our roles working directly with and on behalf of the Department.

We are currently in discussion with staff at CCSSO and members of the Educator Engagement at ED about the possibility of hosting the STOYs on or around April 27. We hope that you support this effort and participate in this discussion. We also hope you will also encourage the Secretary to take time to welcome the STOYs to ED and to accept the opportunity to address the group directly.

Thanks for your consideration,

Melody Arabo, 2015 MI Teacher of the Year,
Anna Baldwin, 2014 MT Teacher of the Year, and
Sean McComb, 2014 MD and National Teacher of the Year

Anna E. Baldwin
Classroom Teaching Ambassador Fellow

<image001.jpg>

U.S. Department of Education
Office of Communications and Outreach
HYPERLINK "mailto:anna.baldwin@ed.gov" anna.baldwin@ed.gov
(406) 830-1307

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Baldwin, Anna <Anna.Baldwin@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject EVENT: Military Child Education Coalition

AMERICAN OVERSIGHT

Location LBJ - Lobby (West end of building - Maryland Ave Side)

Attachments Military Quilt Presentation Toplines and Statement pk jz edits 4-13-17 m....doc
Student Art Exhibit Program MCEC donation of quilt Tuesday April 18 gues....doc

Show Time As Busy

Purpose: Accept two quilts 1."An Elementary Patriotic Thank You" made by 54 military-connected students in Prince William County Public Schools (PWCPS) for ED's permanent art collection. 2. "The We Serve Flag" made by an employee of PWCPS.

Materials:

Talking Points-

Guest List-

Categories Purple Category

Time 12:30 PM – 1:00 PM

Subject Meet w/Monique Chism

Location Jason's Office - 3W315

Show Time As Busy

Purpose: To discuss OESE matters.

Materials: Please submit any materials to Mike Johnston by 4pm on the day prior.

1. Org structure
2. What's the best way for me to get briefed on all the evidence we have (in OESE, IES, OII, etc) of what works to lead educationally disadvantaged students to achieve at high levels?
3. What near term opportunities exist for us to help improve student outcomes and the efficiency and effectiveness of OESE?
4. What threats or problems do we need to tackle?

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:30 PM – 2:00 PM

Subject Monique / Mark / Jason chat

Location Jason's Office 3W315

Attachments OESE Org Overview.Structure and Positions.Titles.pdf

Show Time As Busy

1. Org structure
2. Agenda for all-staff

Purpose: To discuss OESE Org Structure and Personnel

Materials: Please provide any materials to Mike Johnston by 4pm on

AMERICAN OVERSIGHT

the day prior.
Excerpt from OESE POC – Specific Transition Briefing Materials.

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Optional
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Meet w/Mark W.
Location Jason's Office - 3W315
Show Time As Busy

4/18 Update: Jason has a last minute call.

Purpose: Welcome to OESE, discuss OESE Immediate Office.

1. Org structure
2. What near term opportunities exist for us to the efficiency and effectiveness of OESE?
3. What threats or problems do we need to tackle?

Materials: Please send any materials to Mike Johnston by 4pm on the day prior.

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Private - Do Not Schedule
Show Time As Busy

(b)(6)

Thursday, April 20, 2017

Time 8:45 AM – 9:00 AM
Subject Call - Discuss Tuesday/Thursday Meeting - Call in 866-732-0811 Code: 9449103
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

Please let me know if this works for your schedules.

AMERICAN OVERSIGHT

(b)(6)

Background:
From: Botel, Jason
Sent: Tuesday, April 11, 2017 3:20 PM
To: McLaughlin, Maureen
Cc: Rosenfelt, Phil; Conaty, Joe
Subject: Re: Meet for 15 mins to discuss whether to continue the T-Th meetings?

Sure; I think it makes sense to include Ebony as well

Sent from my iPhone

On Apr 11, 2017, at 2:55 PM, McLaughlin, Maureen < HYPERLINK "mailto:Maureen.McLaughlin@ed.gov" Maureen.McLaughlin@ed.gov> wrote:
Jason -- I talked with Phil who would like to discuss this issue further. Could we meet with you for 15 minutes later this week? Thanks, Maureen

Maureen McLaughlin
Senior Advisor to the Secretary and Director of International Affairs
Office of the Secretary
U.S. Department of Education
(202) 401-8964
<image001.jpg>

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
McLaughlin, Maureen <Maureen.McLaughlin@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource

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Time 9:15 AM – 10:00 AM
Subject FW: Meet & Greet with Jason Botel
Location WDCFB6-3C100
Show Time As Busy
-----Original Appointment-----

AMERICAN OVERSIGHT

From: Chism, Monique
Sent: Tuesday, April 18, 2017 6:17 PM
To: Chism, Monique; Botel, Jason; OESE All Users
Subject: Meet & Greet with Jason Botel
When: Thursday, April 20, 2017 9:15 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: WDCFB6-3C100

Hello Everyone,

We are excited that Jason Botel has joined the Office of Elementary and Secondary Education as a Principal Deputy Assistant Secretary and has taken over the responsibilities of Acting Assistant Secretary.
Jason began his career as a Teach for America teacher in a traditional public middle school in Baltimore and went on to serve as founding Principal and Executive Director of KIPP Baltimore, a nonprofit public charter school operator. He is also the former executive director of the Maryland education advocacy group, MarylandCAN.
Please stop by on Thursday to say hello and introduce yourself.

Attendees	**Name <E-mail>**	**Attendance**
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	OESE All Users <_OESEAllUsers@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Follow Up on Secretary's Supplemental Priorities
Location WDCFB6-7C101
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Brickman, Michael <Michael.Brickman@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Meet w/Monique

AMERICAN OVERSIGHT

Location	Jason's Office - 3W315
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time	11:30 AM – 12:00 PM
Subject	Pre-Meet for External Event on 4/24 & 4/25
Location	Jason's Office - 3W315
Show Time As	Busy
	Purpose: To review event materials, prep for speaking engagements.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required
	Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Optional
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Optional
	Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional
	Linnehan, Meredith <Meredith.Bajgier@ed.gov>	Optional

Time	12:00 PM – 12:30 PM
Subject	reconcile calendar for following week and schedule next
Show Time As	Busy
Categories	Yellow Category

Time	12:30 PM – 1:00 PM
Subject	Travel - EEOB
Show Time As	Busy

Time	1:00 PM – 2:30 PM
Subject	FW: RSFLG Quarterly Meeting
Location	Eisenhower Executive Office Building; Conference Room 350
Show Time As	Busy
	-----Original Appointment-----
	From: RSFLG [mailto:rsflg@fema.dhs.gov]
	Sent: Tuesday, March 28, 2017 4:44 PM

AMERICAN OVERSIGHT

To: RSFLG; 'michael.thomas@treasury.gov'; 'todd.repass@dm.usda.gov'; 'janet.m.golrick@hud.gov'; 'kdegraff@cns.gov'; Chism, Monique; 'thompson.william.w@dol.gov'; 'david.f.dale@usace.army.mil'; 'donna.oberry@dot.gov'; 'devon.streit@hq.doe.gov'; 'caraballo.mario@epa.gov'; 'greg@nvoad.org'; 'Brett Armstrong'; 'john.valliere@sba.gov'; 'James McAtamney (HYPERLINK "mailto:James.A.McAtamney@usdoj.gov" James.A.McAtamney@usdoj.gov)'; 'dalvord@eda.gov'; 'michaela_noble@ios.doi.gov'; 'David_V_Adams@nsc.eop.gov'; 'mark_j_fleming@nsc.eop.gov'; 'Harvey.johnson@redcross.org'; 'John Ferris (HYPERLINK "mailto:ferris.john@epa.gov" ferris.john@epa.gov)'; 'Kenneth.Buell@hq.doe.gov'; 'Mark Roupas (HYPERLINK "mailto:mark.s.roupas@hq02.usace.army.mil" mark.s.roupas@hq02.usace.army.mil)'; 'Bryan Borlik'; Yesnik, Alexander; 'Tom.Park@cadmusgroup.com'; 'James.ThomasII@treasury.gov'; 'Moore, Richard (OST)'
Cc: 'scott.canty@treasury.gov'; 'deborah.hill@dm.usda.gov'; 'joshua.barnes@hhs.gov'; 'madeline.sullivan@ed.gov'; "Walt Weatherington'; 'Jamie Clark - DOE'; "Kim Harriz - DOI'; 'goldbloom-helzner.david@epa.gov'; "Bernie Minakowski'; 'wooda@usa.redcross.org'; 'ken.lord@dot.gov'; 'debra.a.colter@usace.army.mil'; 'Turek, Susan A HQ (HYPERLINK "mailto:Susan.A.Turek@usace.army.mil" Susan.A.Turek@usace.army.mil)'; 'Fantinato, Jessica (OS/ASPR/OEM)'; 'O'Berry, Donna (OST)'; 'corey.eide@redcross.org'; 'Linsky, Scott - DM'; Sullivan, Madeline; 'lajuan_randolph@ios.doi.gov'
Subject: RSFLG Quarterly Meeting
When: Thursday, April 20, 2017 1:00 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Eisenhower Executive Office Building; Conference Room 350

On behalf of Corey D. Gruber, Acting Associate Administrator for the Office of Response and Recovery of the Federal Emergency Management Agency:

The Recovery Support Function Leadership Group (RSFLG) in coordination with the National Security Council will be convening their inaugural quarterly meeting at the Eisenhower Executive Office Building on April 20, 2017. These meetings will streamline efforts, build upon best practices from the 2016 Louisiana floods, and fulfill the tasking of the RSFLG to "improve the effectiveness and unity of effort of coordinated Federal recovery support through the engagement of the interagency leadership" as stated in the organization's charter.

These quarterly meetings will serve as a venue for critical decision making, senior level table top exercises, and critical policy and guidance updates. Representatives from each of the coordinating and primary agencies for the six Recovery Support Functions (RSFs) will be in attendance.

We would like to formally request your participation in this meeting

AMERICAN OVERSIGHT

and the quarterly meetings to follow as the Senior Leader representative for your Department/Agency.

Senior Leaders representing a Coordinating or Primary Department/Agency may bring an additional participant, either RSFLG Executive or Action Officer, to attend in an observational role. Due to space limitations and security we ask that you provide the name and contact information to HYPERLINK "mailto:RSFLG@fema.dhs.gov" RSFLG@fema.dhs.gov by COB April 12, 2017.

A follow-up communication will be sent from the RSFLG Secretariat with additional details concerning this meeting including accessing the facility, agenda, etc. If you have any inquiries in the interim, please contact HYPERLINK "mailto:RSFLG@fema.dhs.gov" RSFLG@fema.dhs.gov.

Sincerely,

Corey D. Gruber
Acting Associate Administrator
Office of Response and Recovery
Federal Emergency Management Agency

Attendees	Name <E-mail>	Attendance
	RSFLG <rsflg@fema.dhs.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	'michael.thomas@treasury.gov' <michael.thomas@treasury.gov>	Required
	'todd.repass@dm.usda.gov' <todd.repass@dm.usda.gov>	Required
	'janet.m.golrick@hud.gov' <janet.m.golrick@hud.gov>	Required
	'kdegraff@cns.gov' <kdegraff@cns.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	'thompson.william.w@dol.gov' <thompson.william.w@dol.gov>	Required
	'david.f.dale@usace.army.mil' <david.f.dale@usace.army.mil>	Required
	'donna.oberry@dot.gov' <donna.oberry@dot.gov>	Required
	'devon.streit@hq.doe.gov' <devon.streit@hq.doe.gov>	Required
	'caraballo.mario@epa.gov' <caraballo.mario@epa.gov>	Required

AMERICAN OVERSIGHT

'greg@nvoad.org' <greg@nvoad.org>	Required
'Brett Armstrong' <brett.armstrong@gsa.gov>	Required
'john.valliere@sba.gov' <john.valliere@sba.gov>	Required
'James McAtamney (James.A.McAtamney@usdoj.gov)' <James.A.McAtamney@usdoj.gov>	Required
'dalvord@eda.gov' <dalvord@eda.gov>	Required
'michaela_noble@ios.doi.gov' <michaela_noble@ios.doi.gov>	Required
'David_V_Adams@nsc.eop.gov' <David_V_Adams@nsc.eop.gov>	Required
'mark_j_fleming@nsc.eop.gov' <mark_j_fleming@nsc.eop.gov>	Required
'Harvey.johnson@redcross.org' <Harvey.johnson@redcross.org>	Required
'John Ferris (ferris.john@epa.gov)' <ferris.john@epa.gov>	Required
'Kenneth.Buell@hq.doe.gov' <Kenneth.Buell@hq.doe.gov>	Required
'Mark Roupas (mark.s.roupas@hq02.usace.army.mil)' <mark.s.roupas@hq02.usace.army.mil>	Required
'Bryan Borlik' <Bborlik@eda.gov>	Required
Yesnik, Alexander <Alexander.Yesnik@fema.dhs.gov>	Required
'Tom.Park@cadmusgroup.com' <Tom.Park@cadmusgroup.com>	Required
'James.ThomasII@treasury.gov' <James.ThomasII@treasury.gov>	Required
'Moore, Richard (OST)' <richard.moore@dot.gov>	Required
'scott.canty@treasury.gov' <'scott.canty@treasury.gov'>	Optional
'deborah.hill@dm.usda.gov' <'deborah.hill@dm.usda.gov'>	Optional
'joshua.barnes@hhs.gov' <'joshua.barnes@hhs.gov'>	Optional

AMERICAN OVERSIGHT

'madeline.sullivan@ed.gov' <'madeline.sullivan@ed.gov'>	Optional
"Walt Weatherington' <Weatherington.Walt@dol.gov>	Optional
'Jamie Clark - DOE' <jamie.clark@hq.doe.gov>	Optional
"Kim Harriz - DOI' <Kim_Harriz@ios.doi.gov>	Optional
'goldbloom-helzner.david@epa.gov' <'goldbloom-helzner.david@epa.gov'>	Optional
"Bernie Minakowski' <bernie.minakowski@gsa.gov>	Optional
'wooda@usa.redcross.org' <'wooda@usa.redcross.org'>	Optional
'ken.lord@dot.gov' <ken.lord@dot.gov>	Optional
'debra.a.colter@usace.army.mil' <debra.a.colter@usace.army.mil>	Optional
'Turek, Susan A HQ (Susan.A.Turek@usace.army.mil)' <Susan.A.Turek@usace.army.mil>	Optional
'Fantinato, Jessica (OS/ASPR/OEM)' <Jessica.Fantinato@hhs.gov>	Optional
'O'Berry, Donna (OST)' <donna.o'berry@dot.gov>	Optional
'corey.eide@redcross.org' <corey.eide@redcross.org>	Optional
'Linsky, Scott - DM' <Scott.Linsky@dm.usda.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
'lajuan_randolph@ios.doi.gov' <lajuan_randolph@ios.doi.gov>	Optional

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Time 2:30 PM – 3:00 PM
Subject Travel - LBJ
Show Time As Busy

Time 3:00 PM – 3:15 PM
Subject Kara / Andrew / Jason chat
Location Kara & Andrew will call Jason
Show Time As Busy
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	(b)(6) EOP/WHO @who.eop.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	(b)(6) EOP/WHO @who.eop.gov>	Required

Time 4:00 PM – 4:45 PM
Subject OII Meeting: Josh, Ebony, Jason
Location COS Office
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer

Time 5:00 PM – 5:45 PM
Subject Senior Staff Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Dial-in: 877-951-5968
Participant: 525 6991

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
	Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required

AMERICAN OVERSIGHT

	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Toner, Jana <Jana.Toner@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Time 5:45 PM – 6:15 PM
Subject jason briefs Dougie on political conflict of interest system conversation
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required

Friday, April 21, 2017

Time 9:00 AM – 9:30 AM
Subject ESSA Requirements
Location Jason's Office - 3W315
Show Time As Busy

Purpose: To discuss ESSA Requirements and Information Collection

Materials: Please send any materials to Mike Johnston by 4pm, the day prior.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Santy, Ross <Ross.Santy@ed.gov>	Optional

Time 10:00 AM – 10:45 AM
Subject 100-Day Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

All,

AMERICAN OVERSIGHT

Please be certain to spend some time over the next 24 hours putting some thought into this. If you would like to send me a list of items that cross your mind, I will compile them into a single document in advance of this meeting.

Thanks,
Eric

Cabinet Chiefs,

The White House is preparing materials for our efforts in the lead up to the Administration's 100-Day mark. To do so, we need from each department or agency:

(1) a one-page, formatted executive summary that highlights your department's achievements thus far, and

(2) supporting materials that provide background and additional information about each accomplishment.

This information will be used in developing and presenting a message that touts all our team has done since Day One of the new Administration.
Please ensure your submission is fully vetted for accuracy and is otherwise ready for Presidential review.

Please send your completed materials to Staff Sec (copied) by Noon on
Monday, April 24. Let me know if you have any questions.

All best,
Rob

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required

Time 10:45 AM – 11:15 AM

AMERICAN OVERSIGHT

Subject	Ebony trains jason in NIA and related reviews
Location	3W315
Show Time As	Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time	11:30 AM – 12:00 PM
Subject	Follow-up - ESSA Requirements
Location	Jason's Office - 3W315; Dial info. in Invite
Show Time As	Busy

Purpose: Follow-up to this morning's 9AM Meeting.

Conference Line – 866-732-0811
Participant Code – 944-9103
Leader Code – (Jason is the Leader) 454-8779

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Santy, Ross <Ross.Santy@ed.gov>	Required
	Barlow, Christine <Christine.Barlow@ed.gov>	Optional

Time	12:00 PM – 1:00 PM
Subject	FW: Discussing postsecondary education reforms (VENABLE)
Location	Secretary's Conference Room (OS Managed)
Show Time As	Busy

-----Original Appointment-----
From: Secretary's Conference Room (OS Managed)
Sent: Thursday, April 20, 2017 5:22 PM
To: Secretary's Conference Room (OS Managed); Johnston, Michael
Subject: Discussing postsecondary education reforms (VENABLE)
When: Friday, April 21, 2017 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Secretary's Conference Room (OS Managed)

Attendees	**Name <E-mail>**	**Attendance**

AMERICAN OVERSIGHT

Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
(b)(6) EOP/WHO @who.eop.gov>	Required
(b)(6) EOP/WHO @who.eop.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Meet w/OESE Staffers
Location Jason's Office 3W315
Show Time As Busy

Purpose: To meet and recognize OESE employees who are the leading contributors of the OESE employee recognition program.

Attendees:
Jason Taliaferro, Impact Aid Programs
Marilyn Hall, Group Leader, Impact Aid Programs
Tara Ramsey, Group Leader, Office of Migrant Education
Kristen Walls, Impact Aid Programs
David Cantrell, Group Leader, SSRP
Luz Curet-Rivera, Group Leader, Executive Office
Roberta Miceli, Deputy Director, Office of State Support

Materials:

Staff participated in an employee recognition working group to help create our new recognition program.
The OESE employee recognition program is comprised of three tiers. Kudos, the name of Tier 1, the tier at the base of the triangle, enables OESE staff to recognize and express day-to-day appreciation to their peers through an online employee recognition site called KUDOS.
OESE staff can recognize their colleagues privately, or on a public recognition wall within the Kudos enabled software.
Kudos is a peer-to-peer employee recognition tool that is:
a written/non-monetary way to extend thanks to peers

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"By Employees, For Employees"
Individualized from one employee to another
a tool to recognize the good contributions people make. These contributions are not necessarily a product; they could be
Assistance -- that is voluntary, timely, and/or helpful
Action -- Helping with a project, making a presentation, giving good feedback
Attitude – Always being positive, offering assistance before being asked
Kudos supports OESE values. When recognition messages are sent through Kudos, senders select organizational values that reflect the work or action being recognized. This ties peer recognition back to our organizational values and positively and publically reinforces behaviors that further support a successful OESE culture

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Required
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
	Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
	Walls, Kristen <kristen.walls@ed.gov>	Required
	Cantrell, David <David.Cantrell@ed.gov>	Required
	Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
	Washington, Mark <Mark.Washington@ed.gov>	Optional

Time 1:30 PM – 2:00 PM
Subject Meeting Patricia/Rick
Location 400 Maryland Ave, SW, Wash DC Room - Jason's Office - 3W315
Show Time As Busy

4/21 Update: Location has been changed to Jason's new office, upon arrival please clear security and check-in with the front desk. Have them call Michael Johnston – (b)(6)

Background:
From: Patricia Eisner <HYPERLINK "mailto:patriciae@americaspromise.org"patriciae@americaspromise.org>
Date: April 6, 2017 at 11:58:41 AM EDT

AMERICAN OVERSIGHT

To: "Botel, Jason" <HYPERLINK
"mailto:Jason.Botel@ed.gov"Jason.Botel@ed.gov>
Subject: Re: Meeting and letter requests
Hi Jason ,
Here is the letter we sent to Secretary DeVos in February. Knowing that the timing on this is very close and she may not be able to join, (It is 10 days away), the schedule is packed . We would be able to host her but for only about 10 minutes of speaking time. If she can do it, that would be great. But we understand it is a big ask at this point in time.
Having said that, we really do want to engage her and have her learn more about our work. Would you offer some guidance for us to get on her calendar and present what America's Promise is doing and how we can work together?
Let me know your thoughts. Happy to jump on a call and run through this with you, as well.

Thanks again!!

Tricia

Patricia G. Eisner | Senior Director, Mission Advancement | America's Promise Alliance
1110 Vermont Avenue, NW | Suite 900 | Washington, DC 20005
|Direct Line 202.657.0636| [redacted]
HYPERLINK "mailto:patriciae@AmericasPromise.org"patriciae@AmericasPromise.org |HYPERLINK
"http://AmericasPromise.org"AmericasPromise.org
<http://www.americaspromise.org/> | HYPERLINK
"http://Recommit2Kids.org"Recommit2Kids.org
<http://recommit2kids.org/> | #Recommit2Kids
Every child deserves the opportunity to fulfill their American dream and every adult has the responsibility to make it happen.

On 4/6/17, 7:24 AM, "Botel, Jason" <HYPERLINK
"mailto:Jason.Botel@ed.gov"Jason.Botel@ed.gov> wrote:

Hi Tricia!

Thanks for the conversation yesterday at pick up 🙂. Can you please forward me any emails you have already sent to request the meeting with the Secretary and the letter from the President, as well as anything else related?

Sent from my iPhone
<Invitation - Betsy DeVos.pdf>

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Patricia Eisner <patriciae@americaspromise.org>	Required

AMERICAN OVERSIGHT

	Hill, Paula <Paula.Hill@ed.gov>	Optional
	Rickc@americaspromise.org <Rickc@americaspromise.org>	Required

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Time 2:15 PM – 2:45 PM
Subject Meet w/Mark and Monique
Location Jason's Office - 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:45 PM – 3:30 PM
Subject Check-In w/Monique C.
Location Jason's Office - 3W315
Show Time As Busy

1. Is there anything going on that might attract attention to ED from the media, the hill, other government leaders or agencies (federal, state or local), or advocacy groups? (I WANT TO START EVERY MEETING WITH THIS QUESTION)
2. Anything else urgent we need to discuss?
3. Org structure – grants management, etc
4. Stuff you were sending to Ebony for approval
5. My part in nia process
6. Monique's list

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Optional

Time 3:30 PM – 3:45 PM
Subject Weekly Update: Jason Botel
Location COS Office
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:00 PM – 4:30 PM
Subject Meeting - Jim Kohlmoos/EDGE Partners
Location 400 Maryland Ave, SW, Washington DC 20202 - Jason's Office - 3W315
Show Time As Busy

4/21 Update: Location has been changed to Jason's new office, upon arrival please clear security and check-in with the front desk. Have them call Michael Johnston – (b)(6)

Background:
On Apr 12, 2017, at 5:38 PM, Jim Kohlmoos <HYPERLINK "mailto:jimk@edgepartners.org"jimk@edgepartners.or g> wrote:
Jason,
I just saw the announcement in Ed Week about your appointment as deputy assistant secretary in OESE. I held that position 20 years ago in another era. I would welcome the chance to chat with you about your plans for OESE and also tell you a bit about the Carnegie Foundation for the Advancement of Teaching and ESSA implementation. Might you have a few minutes in your schedule to chat next week.
I look forward to meeting you.
Best regards
.Jim Kohlmoos,
Principal, HYPERLINK "http://edgepartners.org/"EDGE
HYPERLINK "tel:(703)%20400-4547"703-400-4547 Arlington, VA
Senior Policy Advisor, HYPERLINK "http://wtgrantfoundation.org/"William T Grant Foundation
Senior Fellow, HYPERLINK "https://www.carnegiefoundation.org/"Carnegie Foundation for the Advancement of Teaching
Senior Advisor, HYPERLINK "http://nnerpp.rice.edu/"Nat'l Network of Ed Research Practice Partnerships

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	jimk@edgepartners.org <jimk@edgepartners.org>	Required

Time 4:30 PM – 5:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 4:45 PM – 5:00 PM
Subject Quick stop by Monique's Office
Location Monique's Office
Show Time As Busy

Time 5:00 PM – 5:30 PM

AMERICAN OVERSIGHT

Subject follow up - convo with amy
Location Mr. Manning's office - CALL IN BELOW
Show Time As Busy

I still think we meet in the conference room in Mr. Manning's suite – and here is a call in

(b)(6)

I will activate the call

This is a follow up to my note from last week to have an informal convo with Amy in the House and a couple of her staff re budget

Thought we could meet in Mr. Manning's new office and call amy from there.

THANKS

PLEASE LET ME KNOW ASAP – SO I CAN CONFIRM WITH AMY - schedules on line look like there is availability.

Thanks

Attendees

Name <E-mail>	Attendance
Smith, Kathleen <Kathleen.Smith@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required

Sunday, April 23, 2017

Time 6:00 PM – 6:30 PM
Subject jason calls Ebony to discuss Truman Scholarship foundation board and proposed truman scholar fellowships at ED
Show Time As Busy

Sorry - helping put a bed together and it is taking a while

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Monday, April 24, 2017

AMERICAN OVERSIGHT

(b)(6)

Show Time As Free

Attendees	**Name <E-mail>**	**Attendance**
	Hill, Paula <Paula.Hill@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:45 AM – 11:30 AM
Subject work time
Show Time As Busy
Categories Yellow Category

Time 11:30 AM – 12:00 PM
Subject Confirmed Motor Pool Transportation
Location LBJ - Fairmont Hotel Georgetown
Show Time As Out of Office

Meet Jason down in the Garage.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject 53rd Washington Policy Seminar/The Institute for Educational Leadership
Location Fairmont Hotel Georgetown, 2401 M St, NW, Washington DC
Attachments OS Event Request Form from IEL EPFP WPS Botel.docx
IEL Event Briefing Botel.042417.docx
04242017 IEL QA_2.doc
Botel remarks to IEL 04242017.doc
Show Time As Out of Office

Materials:
Remarks (FINAL):

Event Request Form:

Event Briefing:

Q&A (DRAFT):
Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 12:30 PM – 1:00 PM

AMERICAN OVERSIGHT

Subject Confirmed Return Transportation
Location Fairmont Hotel Georgetown - LBJ
Show Time As Out of Office

Time 1:00 PM – 1:45 PM
Subject Meeting with CCSSO Chiefs
Location TBC
Show Time As Busy

1:00 p.m. MEETING WITH CCSSO CHIEFS
Location: LBJ Department of Education Building
Room: TBC
Contact: Ebony Lee
Cell: 202-230-4665
Attendees: Melody Schopp, SD
Carey Wright, MS
Tony Evers, WI
Molly Spearman, SC
Staff: Ebony Lee
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Vizzi, Daniel (USMS) <Daniel.Vizzi@usdoj.gov>	Required
	EDCalendar <EDCalendar@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Venable, Joshua (Joshua.Venable@ed.gov) <Joshua.Venable@ed.gov>	Required

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Time 2:00 PM – 2:30 PM
Subject Discuss SES Performance Plan / Personnel Issue w/Cassandra
Location Jason's Office - 3W315 / Jason will Call Samantha -(b)(6)
Show Time As Busy

4/24/ Update: Jason will dial Samantha.

4/19 Update: Valerie Barclay will be in the first 15 minutes to discuss Performance Plan, Samantha Cutler will be in the last 15 minutes to discuss Personnel Issue.

Purpose: To discuss SES Performance Plan and a Personnel Issue.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

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	Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
	Bacon, Ellsworth <Ellsworth.Bacon@ed.gov>	Optional
	Barclay, Valarie <Valarie.Barclay@ed.gov>	Required
	Cutler, Samantha <Samantha.Cutler@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject jason registers kids for lowell camp aftercare and gets all needed forms, included medical forms, to lowell and two rivers
Show Time As Busy

Time 4:00 PM – 5:00 PM
Subject work time
Show Time As Busy
Categories Yellow Category

Time 6:00 PM – 6:30 PM
Subject PLEASE HOLD FOR CALL on stillman with WH
Location Participant Dial-In: (b)(6) MEET in Mr. Manning's office if here
Show Time As Tentative

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Organizer
	Manning, James <James.Manning@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Watson, Donald <Donald.Watson@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Harrison, Daniel <Daniel.Harrison@ed.gov>	Required
	Byrd-Johnson, Linda <Linda.Byrd-Johnson@ed.gov>	Optional

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Time 6:00 PM – 6:45 PM
Subject Stillman Call
Location Participant Dial-In: (b)(6)
Show Time As Tentative

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	(b)(6) EOP/WHO @who.eop.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Watson, Donald <Donald.Watson@ed.gov>	Required
	Harrison, Daniel <Daniel.Harrison@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	(b)(6) EOP/WHO @who.eop.gov>	Required
	(b)(6) EOP/WHO @who.eop.gov>	Required
	(b)(6) EOP/WHO @who.eop.gov>	Required
	(b)(6) EOP/OMB <(b)(6) @omb.eop.gov>	Required

Tuesday, April 25, 2017

Time 10:15 AM – 10:45 AM
Subject Confirmed Motor Pool Transportation
Location LBJ to Arlington
Show Time As Out of Office

Meet Jason in the Garage

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Stratman, Karen <Karen.Stratman@ed.gov>	Required

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Ross, Chareese <Chareese.Ross@ed.gov> Required

Time 10:45 AM – 11:15 AM
Subject NASSP Advocacy Conference
Location Key Bridge Marriott, 1401 Lee Highway, Arlington, VA 22209 (Capitol View Ballroom)
Attachments NASSP Leg Conf Jason Botel Event Request.042517.docx
Botel remarks to NASSP - 4-25-17 clean_ma.doc
qa-nassp KS edits - CLEAN.DOCX
NASSP Event Briefing Botel.042517 (2).docx
NASSP Advocacy Conference ED Session 4.25.17 FINAL.PPTX
High School briefs info sheet - 3 new releases planned in April.docx
High School Transition Activities brief 508 ready for release in April.pdf
Academic Tutoring brief 508 ready for release in April.pdf
Approved College-Level Coursework for HS Students brief clean copy 04-13....doc
Show Time As Out of Office

Materials:
Briefing Memo:
Botel remarks to NASSP - 4-25-17 clean_ma.doc
Remarks (DRAFT)-
NASSP Advocacy Conference ED Session 4.25.17 FINAL.PPTX
Q&A:
High School Transition Activities brief 508 ready for release in April.pdf
Jean-Paul's Slides:
Approved College-Level Coursework for HS Students brief clean copy 04-13....doc
High School Issues Briefs:
objattph://"
objattph://"
objattph://"
objattph://"
Event Request:
objattph://"

Hi Debbie--here is NASSP Event Request Form for Jason to speak at their Legislative Conference on April 25th. For context, it will be very like the event he did last Tuesday for NAESP's Legislative Conference , only with secondary level principals this time as opposed to elementary principals.

Looping Jason/Paula for awareness, and to note that while they have 11 a.m. as your presentation time for this, they've offered to move things around to accommodate your schedule.

Thanks, pls let me know if you have questions, Karen

-----Original Message-----
From: Cox-Roush, Deborah

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Sent: Monday, April 03, 2017 8:29 AM
To: Stratman, Karen
Subject: RE: Messaging

Thank you

Deborah Cox-Roush
Special Assistant in the Office of the Secretary US Dept. of Education
400 Maryland Avenue, SW
Washington, DC 20202
Cell: 202-368-1398 | Ofc: 202-453-6160 | Email: HYPERLINK "mailto:Deborah.Cox-Roush@ed.gov"Deborah.Cox-Roush@ed.gov

-----Original Message-----
From: Stratman, Karen
Sent: Friday, March 31, 2017 7:17 PM
To: Cox-Roush, Deborah
Subject: RE: Messaging

Just FYI that I need more info on this from the org, and will get this to you as soon as I get some additional details from them.

Have a good weekend,
Karen

-----Original Message-----
From: Cox-Roush, Deborah
Sent: Friday, March 31, 2017 8:30 AM
To: Stratman, Karen
Cc: Botel, Jason; Young, Patrick; Hill, Paula
Subject: RE: Messaging

Perfect. Thank you

Deborah Cox-Roush
Special Assistant in the Office of the Secretary US Dept. of Education
400 Maryland Avenue, SW
Washington, DC 20202
Cell: 202-368-1398 | Ofc: 202-453-6160 | Email: HYPERLINK "mailto:Deborah.Cox-Roush@ed.gov"Deborah.Cox-Roush@ed.gov

-----Original Message-----
From: Stratman, Karen
Sent: Friday, March 31, 2017 8:30 AM
To: Cox-Roush, Deborah
Cc: Botel, Jason; Young, Patrick; Hill, Paula
Subject: Re: Messaging

Thanks to you both. I can get the basic info started for this inputted into the form, Debbie, with what I know, then shoot it to you in draft

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for your review and edits. That work?

Sent from my iPhone

> On Mar 31, 2017, at 8:12 AM, Cox-Roush, Deborah <HYPERLINK "mailto:Deborah.Cox-Roush@ed.gov"Deborah.Cox-Roush@ed.gov> wrote:
>
> Will do
>
> Deborah Cox-Roush
> Special Assistant in the Office of the Secretary US Dept. of Education
> 400 Maryland Avenue, SW
> Washington, DC 20202
> Cell: 202-368-1398 | Ofc: 202-453-6160 | Email:
> HYPERLINK "mailto:Deborah.Cox-Roush@ed.gov"Deborah.Cox-Roush@ed.gov
>
>
> -----Original Message-----
> From: Botel, Jason
> Sent: Friday, March 31, 2017 8:01 AM
> To: Cox-Roush, Deborah; Stratman, Karen; Young, Patrick
> Cc: Hill, Paula
> Subject: Messaging
>
> Karen - many thanks for your message with details about the NAESP event after I left
>
> Debbie - Can you please work with Karen to fill out an event request form for a conference next month - a group requested that I speak at
> their event - I have been asked to run such requests through your scheduling meetings so that the scheduling team can decide whether it
> is in the department's interest that I speak
>
> Patrick - can you please put the following question on the agenda for blt today? "Is it in our interest to get more surrogates championing our agenda at events & beyond?"
>
> Sent from my iPhone

Categories Purple Category

Time 11:15 AM – 11:45 AM
Subject Confirmed Motor Pool Transportation
Show Time As Out of Office

Time 12:00 PM – 12:30 PM
Subject Ebony / jason meet
Location Ebony's Office -7W201
Show Time As Busy

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Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject private
Show Time As Busy

Time 1:15 PM – 1:45 PM
Subject Coffee w/Dana Laurens & Charlie Baron
Location Starbucks - 550 C St NW (Holiday Inn)
Show Time As Busy

Purpose: Chat w/Dana Laurens (Senior Associate for Policy & Advocacy – Democrats for Education Reform)& Charlie Baron

Materials: n/a

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Dana Laurens <dana@dfer.org>	Required
	charlesbarone@dfer.org <charlesbarone@dfer.org>	Optional

Time 2:00 PM – 2:45 PM
Subject Meeting with CCSSO Chiefs
Location Secretary's Conference Room
Show Time As Busy

2:00 p.m. MEETING WITH CCSSO CHIEFS
Location: LBJ Department of Education Building
Room: Secretary's Conference Room
Contact: Ebony Lee
Cell: (b)(6)
Attendees: Tony Smith, IL
Jillian Balow, WY
Mitchell Chester, MA
Margie Vandeven, MO
Glen Price, CA
Steve Staples, VA
Chris Minnich, CCSSO
Carissa Miller, CCSSO
Peter Zamora, CCSSO
Staff: Ebony Lee
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category

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Attendees	Name <E-mail>	Attendance
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Vizzi, Daniel (USMS) <Daniel.Vizzi@usdoj.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Venable, Joshua (Joshua.Venable@ed.gov) <Joshua.Venable@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Call w/Katie Boody
Location Jason Calls Katie - (b)(6)
Show Time As Busy
Purpose: Call with Katie Boody, CEO and Co-Founder of The Lean Lab.
Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Katie Boody <katie@theleanlab.org>	Required

Time 3:30 PM – 4:00 PM
Subject Meet w/Office of Safe and Healthy Students
Location Jason's Office - 3W315
Attachments OSHS Overview April 2017.doc
Copy of OSHS FY 17 Spending Plan 6 14 16.xlsx
Show Time As Busy
Purpose: Meet and greet with the program offices within OESE.

Materials:

Overview:

Spending Plan:

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Esquith, David <David.Esquith@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy

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Categories Yellow Category

Time 4:30 PM – 5:00 PM
Subject Check-In w/Monique & Mark
Location Jason's Office - 3W315
Show Time As Busy

Purpose: To review and discuss the OESE All-Staff Meeting agenda.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Wednesday, April 26, 2017

Time 9:30 AM – 10:00 AM
Subject Materials for NAFIS Meeting
Attachments NAFIS Letter to Sec. DeVos.pdf
NAFIS_Briefing_Botel.042617.docx
Show Time As Busy

Time 9:30 AM – 10:00 AM
Subject Meeting w/National Association of Federally Impacted Schools (NAFIS)
Location Secretary's Conference Room (OS Managed)
Attachments NAFIS_OS Meeting Request Form_Botel_Lee.docx
Letter to Sec. DeVos.pdf
Show Time As Busy

Purpose: The purpose of the meeting is to discuss the Impact Aid program and the unique challenges facing federally impacted schools. The group recently met with Monique Chism and Impact Aid staff.

External Participants:
Hilary Goldmann, Executive Director, NAFIS
Jocelyn Bissonnette, Director of Government Affairs, NAFIS
Kyle Fairbairn, Executive Director, Military Impacted Schools Association (NAFIS subgroup)
Keith Mispagel, MISA President and Superintendent, Ft Leavenworth School District, KS
Brent Gish, Executive Director, National Indian Impacted Schools Association (NAFIS subgroup)
Tom Schneider, Past-President, Federal Lands Impacted Schools Association (NAFIS subgroup) and Superintendent, Community Consolidated School District #180, IL
Jim Sarruda, President, Mid to Low LOT Schools (NAFIS subgroup) and Superintendent, Northern Burlington County Regional School District, NJ

Materials:

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Letter to Secretary DeVos:

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	jocelyn@NAFISDC.org <jocelyn@NAFISDC.org>	Required
	Cox-Roush, Deborah <Deborah.Cox-Roush@ed.gov>	Optional
	Ross, Chareese <Chareese.Ross@ed.gov>	Optional
	Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
	Cordes, Bill <Bill.Cordes@ed.gov>	Required

Time 10:00 AM – 10:30 AM

Subject Fellowship Applicants--Phone Interviews

Location Jason's Office 3W315

Show Time As Busy

Background:

From: Botel, Jason
Sent: Wednesday, April 12, 2017 4:22 PM
To: Stratman, Karen
Cc: Rodriguez, Celeste; Kelly, Patrick; Hill, Paula
Subject: RE: Fellowship Applicants--Phone Interviews

Yes, let's meet to discuss the results of the phone interviews.

I am still considering whether to do the q&a's. thanks!

From: Stratman, Karen
Sent: Wednesday, April 12, 2017 3:44 PM
To: Botel, Jason
Cc: Rodriguez, Celeste; Kelly, Patrick
Subject: Fellowship Applicants--Phone Interviews

Jason—attached for your info is the list of Fellowship applicants that we will interview over the phone beginning next week. I think by around the 25th or 26th, we should have a list of those top candidates we want to bring in and in-person interview the week of May 8th (keeping that travel total at $10K). Does it make sense for us to sit down with you and go over what the phone interviews yielded? If you

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think so, I'll go ahead and get a half-hour on your calendar with Paula for the the 25th or 26th; if not, we can send you a much smaller list at that time.

Also, on a different topic, for the NASSP and IEL events you've said 'yes' to, I'm assuming just remarks and still no Q&A, correct? Please just let me know if something has changed on that front.

Thanks,
Karen

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
	Kelly, Patrick <Patrick.Kelly@ed.gov>	Required
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Optional
	WDCFB6-7C100 <WDCFB6-7C100@ed.gov>	Optional

Time 10:30 AM – 11:00 AM
Subject Discuss Org. Structure
Location Jason's Office - 3W315
Show Time As Busy

Purpose: To discuss the org. structure.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Optional

Time 11:00 AM – 12:00 PM
Subject OESE All Staff Meeting--NEW TIME!!!
Location LBJ Auditorium, Mediasite & EDStream
Attachments April 26--New Staff--04 26 17v2.pdf
OESE All Staff Meeting April 2017v2.pdf
Show Time As Busy

Hi everyone!

Here are the agenda and PowerPoint for today's OESE All Staff meeting. We look forward to seeing you at 11:00 in the LBJ Barnard Auditorium!

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Lori

****

Dear Colleagues,

The next OESE All Staff meeting is scheduled for Wednesday, April 26th from 11:00 am – 12:00 noon in the LBJ Barnard Auditorium. Save the date on your calendar and plan to attend!

Logistics and Reminders:
Remote Viewing. Staff can view the meeting remotely with live captioning through Mediasite (http://mediasite.ed.gov/Mediasite/Play/de866bc74e35479184402e757aac2c091d) and EDstream (https://edstream.ed.gov/webcast/Play/7a366f8bb48d4743ad117ab1b5985ff81d). If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov" lori.ahmady@ed.gov no later than 6 business days prior to the event.

Future Meeting Dates. For planning purposes, tentative dates for future OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

We look forward to seeing everyone there!

Categories Scheduling

Attendees	**Name <E-mail>**	**Attendance**
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Organizer
	OESE All Users <_OESEAllUsers@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Briggs, Ashley <Ashley.Briggs@ed.gov>	Optional
	Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
	Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional

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Lee, Wanda <Wanda.Lee@ed.gov>	Optional
Zawaiza, Theda <Theda.Zawaiza@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Scattergood, Phyllis <Phyllis.Scattergood@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Booth, Lindsay <Lindsay.Booth@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
Oberst, Megan <Megan.Oberst@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Rowan, Maria <Maria.Rowan@ed.gov>	Optional
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Optional
Weiss, Nathan <Nathan.Weiss@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Scott, Tracey <Tracey.Albert@ed.gov>	Optional
Brooks, Janice <Janice.Brooks@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Tate, Christopher <Christopher.Tate@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional

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Clark, Jane <Jane.Clark@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Foy Moss, Rita <Rita.Foy.Moss@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Eldridge, Peter <Peter.Eldridge@ed.gov>	Optional
Walls, Kristen <kristen.walls@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Garcia, Bernard <Bernard.Garcia@ed.gov>	Optional
Dickard, Norris <Norris.Dickard@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Stern, Jacob <Jacob.Stern@ed.gov>	Optional
Burton, Sharon <Sharon.Burton@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
Randall, Patricia <Patricia.Randall@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional
Richardson, Andre <Andre.Richardson@ed.gov>	Optional
Quiroz, Michael <Michael.Quiroz@ed.gov>	Optional

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Cantrell, David <David.Cantrell@ed.gov>	Optional
Wright, Cynthia <Cynthia.Wright@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional
Hishikawa, Maria <Maria.Hishikawa@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Frost, Frances <Frances.Frost@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Warner, Delores <Delores.Warner@ed.gov>	Optional
Savage, Cindy <Cindy.Savage@ed.gov>	Optional
Ramirez, Francisco <Francisco.Ramirez@ed.gov>	Optional
Choudhary, Preeti <Preeti.Choudhary@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
Edwards, Jacqueline <Jacqueline.Edwards@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
McCord-Jones, Cassandra <Cassandra.McCord-Jones@ed.gov>	Optional
Jaime, Ivonne <Ivonne.Jaime@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Hitchcock, Robert <Robert.Hitchcock@ed.gov>	Optional
Okahara, Kim <Kim.Okahara@ed.gov>	Optional

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Kirksey, Carla <Carla.Kirksey@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Didlo, Amie <Amie.Didlo@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Morrisey, Shane <Shane.Morrisey@ed.gov>	Optional
Patrick, Kelly <Kelly.Patrick@ed.gov>	Optional
Anderson, Melika <Melika.Anderson@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Carr, Steven <Steven.Carr@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Kincheloe, Monika <Monika.Kincheloe@ed.gov>	Optional
Manitaras, Carol <Carol.Manitaras@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
Yeh, Beth <Beth.Yeh@ed.gov>	Optional
McDaniel, Loretta <Loretta.McDaniel@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Smith, Jamila <Jamila.Smith@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Bentley-Memon, Millicent <Millicent.Bentley-	Optional

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Memon@ed.gov>	
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional
Light, Kimberly <Kimberly.Light@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
Belachew, Metasebia <Metasebia.Belachew@ed.gov>	Optional
Fisher, Collette <Collette.Fisher@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Budman, Molly <Molly.Budman@ed.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional
Baggett, Madeline <Madeline.Baggett@ed.gov>	Optional
Gregory, Robin <Robin.Gregory@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional
Davis, Paulette <Paulette.Davis@ed.gov>	Optional
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
Behrend, Daniel <Daniel.Behrend@ed.gov>	Optional
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Myers, Earl <Earl.Myers@ed.gov>	Optional
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional
Pugh, Catherine <Catherine.Pugh@ed.gov>	Optional

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	Payne, Gail <Gail.Payne@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject Follow-up Meeting
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Required

---

Time 1:30 PM – 2:00 PM
Subject Meet/Greet Bill and Jason
Location Jason's Office 3W315
Show Time As Busy

Please let me know if this works for your schedule.

Background:
Hi Paula, can you please find time for Bill and me to meet in the near future?

Sent from my iPhone

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Cordes, Bill <Bill.Cordes@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Discuss National Urban League Event Prep
Location Jason's Office - 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Linnehan, Meredith <Meredith.Bajgier@ed.gov>	Required
	Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Optional
	Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>	Optional

---

Time 2:30 PM – 3:00 PM
Subject Meet w/Andrew Broy

AMERICAN OVERSIGHT

Location Jason's Office - 3W315
Show Time As Busy

Purpose: To meet with Andrew Broy (President, Illinois Network of Charter Schools)

Materials: As required.

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Michael Johnston (453-5660) and I will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	abroy@incschools.org <abroy@incschools.org>	Required

Time 3:00 PM – 3:30 PM
Subject Pre-Meet w/Monique and Mark re retreat & budget
Location Jason's Office - 3W315
Show Time As Busy

Purpose: To review/prepare for the Quarterly Budget Meeting.

Materials:
objattph://"

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject reconcile calendar for next week and schedule next
Show Time As Busy
Categories Yellow Category

AMERICAN OVERSIGHT

Time 3:30 PM – 4:00 PM
Subject work time
Show Time As Busy
Categories Yellow Category

Time 4:30 PM – 4:45 PM
Subject Phone Calls to Chief State School Officers - Delaware
Location Jason will Call Susan Bunting - (b)(6)
Show Time As Busy

Secretary of Education for the State of Delaware – Susan Bunting

Background:
Prior to joining Governor John Carney's Cabinet in January 2017, Bunting led Indian River, one of the state's largest school districts serving more than 10,000 students, for more than a decade. After teaching in Maryland for several years, she joined Indian River in 1977 as a middle school language arts teacher, later teaching gifted education. She was named Indian River's Teacher of the Year in 1985. She served as Supervisor of Elementary Instruction then Director of Instruction before being named superintendent in 2006. Delaware's 2012 Superintendent of the Year, she also was one of four finalists for the American Association of School Administrators' National Superintendent of the Year award.

She has served on and led numerous state committees, including the DPAS II Advisory Committee, Vision 2015 Implementation Committee, Governor's ESSA Advisory Committee and Delaware STEM Advisory Council, among many others. She also served as president of the Delaware Chief School Officer Association.

Bunting, a former adjunct faculty member at University of Delaware and Wilmington University, earned her Bachelor of Arts in K-8 education and psychology from the American University in Washington, D.C. followed by a master's degree in education from Salisbury State University and her educational doctorate in educational leadership from the University of Delaware.

Talking Points:

State Chief ESSA State Plan Bullet Points
Susan Bunting
Secretary of Education
Assumed Office: 1/26/2017
Appointed by Governor, Confirmed by Senate Submitted on 4/3 and complete. · Delaware has a new Governor, John Carney. Governor Carney's education priorities are as follows:
o Refocus the Department of Education to support school districts and their students
o Ensure that children arrive in kindergarten prepared to learn
o Make sure Delaware's high school graduates are college- or career-ready

AMERICAN OVERSIGHT

o Keep dedicated teachers in the classroom

Categories Purple Category

Thursday, April 27, 2017

Time 9:00 AM – 3:00 PM

Subject OESE Leadership Retreat

Location CNCS - 250 E St SW, Washington, DC 20024 (Rm 3301"Freedom")

Show Time As Busy

OESE Senior Leaders Retreat

Location: Corporation for National Community Service (CNCS), 250 E. St. NW ? Conference Room 3301 (Freedom)
CNCS is located on the corner of 3rd & E st. SW (beside NASA Headquarters). From LBJ, it is an 8-10 minute walk (0.4 miles) and is also 2 blocks from the Federal Center SW Metro (Blue, Orange and Silver).
There is garage parking available at CNCS. The daily rate is $16.00, with no ?in & out? privileges.

Transportation: Transportation has been arranged, via Motor pool, and is scheduled to shuttle attendees in the morning and afternoon. The van is only able to hold 8 passengers.
Morning Departure:

8:30AM
@8:45AM

Afternoon Departure:

3:15PM
@3:30PM

Arrival: Upon arrival, please proceed to the security desk (they will have your name. CNCS will have personnel in place to greet our 8:30am arrival, and issue temporary access badges. Those arriving to CNCS on the second ?wave? will be instructed by the security guard (at the front desk) to proceed to the 3rd floor waiting area, where you will receive your temporary access badge.

Meals: Light breakfast items will be available in the morning, with light snacks in the afternoon. There will be an hour allotted for lunch on your own. There is a kitchen/break area directly across from the conference room, which is available for use. There are multiple food options surrounding CNCS.

Dress: Casual

Don?t Forget:
Please remember to bring a copy of your DiSC report (you should have received them via email when you completed the assessment).

Categories Event, Jason Botel

Attendees **Name <E-mail>** **Attendance**

AMERICAN OVERSIGHT

Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Rooney, Patrick <patrick.rooney@ed.gov>	Required
Miceli, Roberta <roberta.miceli@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Proctor, Tammy <tammy.proctor@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lisa Ramirez (lisa.ramirez@ed.gov) <lisa.ramirez@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject Confirmed: Transportation - CNCS to LBJ
Show Time As Busy

(b)(6)

Time 1:00 PM – 2:30 PM
Subject 2017 class of State Teachers of the Year (STOYs)
Location LBJ - Library
Attachments State Teachers of the Year CCSSO Visit Agenda Revised Baldwin 4.22.17.docx
Show Time As Busy
Materials:

Anna - thanks!

Paula - can you please
1. put the event below on my calendar?
2. Find time next week for Anna and me to talk about the event ?

AMERICAN OVERSIGHT

Sent from my iPhone

On Apr 6, 2017, at 8:13 AM, Baldwin, Anna < HYPERLINK "mailto:Anna.Baldwin@ed.gov" Anna.Baldwin@ed.gov> wrote:
Good morning!

I'm following up to confirm that this event with the State Teachers of the Year is on your calendar. It has now been set for Thursday, April 27 from 1-2:30 pm.

We would also like to ask if you would be interested in doing a Q and A with the Teachers of the Year at the close of the event. We know these teachers would love to interact with an ED official and have a chance to follow up on some things they learned and heard during their 90 minutes at ED. Please let me know if this is something that interests you.

Thank you and have a great day!

Anna

Anna E. Baldwin
Classroom Teaching Ambassador Fellow
HYPERLINK "mailto:anna.baldwin@ed.gov" anna.baldwin@ed.gov
406.830.1307

On Mar 28, 2017, at 6:41 PM, Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov" Jason.Botel@ed.gov> wrote:
Anna - thanks!

Debbie - can you please work with Anna to get the necessary forms submitted to Sarah?

Paula - can you please work with Anna to make sure that the appropriate event gets on my calendar?

Sent from my iPhone

On Mar 28, 2017, at 6:23 PM, Baldwin, Anna < HYPERLINK "mailto:Anna.Baldwin@ed.gov" Anna.Baldwin@ed.gov> wrote:
Dear Mr. Botel:

In late April, the 2017 class of State Teachers of the Year (STOYs) will be visiting Washington as part of Washington Week sponsored by the Council of Chief State School Officers. It has been a tradition for the last many years for the State Teachers of the Year to visit the Department of Education during this celebratory week and to briefly meet with the Secretary as a large group.

As Teaching Ambassador Fellows and State Teachers of the Year from

AMERICAN OVERSIGHT

2014 and 2015, we want to encourage Secretary DeVos to accept the invitation to participate in the high-level National Teacher of the Year events and to work with staff to welcome the STOYs to ED.

After our Fellowship team met with you and Secretary DeVos in February, we felt a sense of collaboration and shared perspective that we would like the State Teachers of the Year to experience as well. It was a chance to connect on a personal level and begin important dialogue between the new administration and teachers in the field. During this transition, dialogue between policy makers and practitioners is needed now more than ever.

Engaging with the 50 State Teachers of the Year is also an important opportunity for the Secretary and the Department. Each of these educators is a well-regarded, opinion leader in his or her state and is afforded unique opportunities to speak and share his or her thoughts. We found that hearing directly from the Secretary in years past, and sharing our experiences with staff at the Department had far more impact on our understanding of national priorities than reading alone could ever provide. Those experiences opened doors to more interactions with the Department as STOYs, through Teach to Lead, and ultimately to our roles working directly with and on behalf of the Department.

We are currently in discussion with staff at CCSSO and members of the Educator Engagement at ED about the possibility of hosting the STOYs on or around April 27. We hope that you support this effort and participate in this discussion. We also hope you will also encourage the Secretary to take time to welcome the STOYs to ED and to accept the opportunity to address the group directly.

Thanks for your consideration,

Melody Arabo, 2015 MI Teacher of the Year,
Anna Baldwin, 2014 MT Teacher of the Year, and
Sean McComb, 2014 MD and National Teacher of the Year

Anna E. Baldwin
Classroom Teaching Ambassador Fellow

<image001.jpg>

U.S. Department of Education
Office of Communications and Outreach
HYPERLINK "mailto:anna.baldwin@ed.gov" anna.baldwin@ed.gov
(406) 830-1307

Categories Purple Category

Time 1:45 PM – 2:00 PM
Subject Q & A for State Teacher of the Year
Location LBJ Library - Basement

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Show Time As Busy
Categories Purple Category

Time 2:30 PM – 3:15 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 3:15 PM – 3:30 PM
Subject Phone Calls to Chief State School Officer - Arkansas
Location Jason will Call Johnny Key - 501-682-4205
Show Time As Busy

Commissioner of Education – Johnny Key

Background:
On March 25, 2015, Commissioner Johnny Key was approved by the State Board of Education to be the chief school officer of the Arkansas Department of Education. Governor Asa Hutchinson recommended Mr. Key for the leadership position.
Under Key's leadership, the agency focused the vision on transforming Arkansas to lead the nation in student-focused education. The mission is to provide leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career and community engagement. The value statements and goals guide the daily work within the agency.
Prior to being named commissioner, Key served as associate vice president for university relations at the University of Arkansas System, a position he held since August 2014.
Key began his career in public service in 1997 when he was elected to serve as a justice of the peace on the Baxter County Quorum Court. He was elected to three two-year terms in the House of Representatives, followed by a tenure in the Senate that began in 2008.
While in the Senate, Key served as chair of multiple committees: Senate Education Committee; Arkansas Legislative Council Administrative Rules and Regulations Committee; Joint Retirement and Social Security Committee; and Arkansas Lottery Commission Legislative Oversight Committee. He served as vice chair of the Joint Budget Committee; Arkansas Legislative Council Policy Making Committee; Academic Facilities Oversight Committee; and Joint Committee on Public Retirement and Social Security Programs.
Key graduated from Gurdon High School and received a Bachelor of Science in Chemical Engineering in 1991 from the University of Arkansas at Fayetteville.
Talking Points:
State Chief ESSA State Plan Bullet Points
Johnny Key
Commissioner of Education
Assumed Office: 3/16/2015
Appointed by Governor
Submitting in September. · Commissioner Johnny Key comes from the Arkansas Senate. He and the State governor are on good terms

AMERICAN OVERSIGHT

(the governor recommended Key for the position).
- Arkansas is very willing to work with ED and is generally compliant.
- The State has submitted a waiver request for the science alternate assessment. OSS staff are scheduling a joint call with the State and OSERS to explain that IDEA requirements cannot be waived.

Categories Purple Category

Time 3:30 PM – 4:30 PM
Subject OESE and OELA Quarterly Budget Meeting
Location 5C100
Attachments OESE Detailed Funding Analysis_4.10.17.docx
ES Template Summary.xlsx
ET Template Summary.xlsx
Hiring Waiver Requests.xlsx
Workforce Planning and Analysis Questions_Final 042417.docx
Show Time As Busy

CONFERENCE LINE
1-866-564-6102
Leader Code: 9403247 (DO NOT SHARE)
Participant Code: 9032797

Agenda

Update on FY 2017 Appropriations and 2018 President's Budget Request

2017 Execution

Department FY 2017 unbudgeted items
Current estimated balance for Pay
Hiring: Number of waivers planned, submitted, and approved through the remainder of FY 2017
V/V update
Non-Pay Review of unobligated funding

Next Steps

Mid-Year Decisions Made
2018 Spend Plan
2018/19 S&E data call

ES Template Summary.xlsx Hiring Waiver Requests.xlsx objattph://" objattph://" objattph://"

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Kalnasy, Debbie <Debbie.Kalnasy@ed.gov>	Required
Giusti, Alda <Alda.Giusti@ed.gov>	Required
Taylor, Susan <Susan.Taylor@ed.gov>	Required
Witherspoon, Elizabeth <Elizabeth.Witherspoon@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Anderson, Judith <Judith.Anderson@ed.gov>	Required
Zawada, Michael <MICHAEL.ZAWADA@ed.gov>	Required
Levy, Margaret <Margaret.Levy@ed.gov>	Required
Cohen, Larry <Larry.Cohen@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Duncan, Cynthia <Cynthia.Duncan@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Escalante, Melissa <Melissa.Escalante@ed.gov>	Required
Green, Bianca <Bianca.Green@ed.gov>	Required
Holte, Allison <Allison.Holte@ed.gov>	Optional
Viana, Jose <Jose.Viana@ed.gov>	Optional
Hairfield, James <James.Hairfield@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 4:30 PM – 4:45 PM
Subject Phone Calls to Chief State School Officers - California
Location Tom Torlakson will Call Jason
Show Time As Busy

California State Superintendent of Public Instruction – Tom Torlakson

California – Tom Torlakson (race is officially nonpartisan, but he enjoys support from Democrats)

Background:
Tom Torlakson was re-elected to a second four-year term as California's 27th State Superintendent of Public Instruction on November 4, 2014. As chief of California's public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for our students and improve our state's public education system.
During Torlakson's first term, he set out on a mission to provide a world-class education for all students from early childhood to adulthood. He directed the change to rigorous new California state standards in English, mathematics, and science. He advocated increasing investments in education, helping to pass Proposition 30 in 2012 and leading the effort to give local school districts more flexibility to make spending decisions. He promoted the idea of meeting the needs of the whole child by expanding pre-kindergarten and after-school and summer programs, increasing access to health care and mental health services, and promoting nutritious food and regular exercise. Under his leadership, the state's high school graduation rate rose to an all-time high of 80 percent, with a graduation rate hitting nearly 95 percent for those students in career-preparation programs.
During his tenure in the California State Legislature, Torlakson acted to protect education funding, improve student nutrition and physical education, and ensure school safety. He also championed legislation to increase funding for textbooks, computers, and other instructional materials, and promoted efforts to close the digital divide, eliminate the achievement gap, and reduce the dropout rate.
In 1998 Torlakson authored legislation leading to the development of the largest system of after-school programs in the nation. In 2006, he authored the bill that led to a 300 percent expansion in these programs—so they now reach 4,000 schools around the state.
Torlakson authored the Quality Education Improvement Act (SB 1133) in 2006, which dedicates nearly $3 billion to our lowest-performing schools. He also played a key role negotiating and authoring the $9 billion Proposition 1A bond measure in 1998—which has led to public votes supporting over $36 billion to build new schools and improve existing school buildings.
As the chair and founder of the California Task Force on Youth and Workplace Wellness, Torlakson has been a leader on banning junk food from our schools, providing healthier school meals, promoting student health and fitness, and combating diabetes and obesity among our children.

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Born in San Francisco, Torlakson served as a fireman in the United States Merchant Marine, earning the Vietnam Service Medal. He earned a Bachelor of Arts in History, a Life Secondary Teaching Credential, and a Master of Arts in Education from the University of California, Berkeley. Tom lives in Pittsburg with his wife, Mae Cendaña Torlakson, a member of the Ambrose Recreation and Park District Board of Directors.
Talking Points:
State Chief ESSA State Plan Bullet Points
Tom Torlakson
State Superintendent of Public Instruction
Assumed Office: 1/3/2011
Elected by Popular Vote
Submitting in September. · Tom Torlakson was re-elected to a second four-year term as the State Superintendent of Public Instruction in November 2014.
· The Superintendent recently announced that California's graduation rate increased for the seventh year in a row in 2016, to 83.2 percent.
California is transitioning to new science general and alternate assessments. CDE submitted a science assessment waiver request to ED in 2016 that would allow the State not to have full science assessment results for multiple years as it transitions to new assessments. ED denied this request in January 2017, but extended an offer to CDE in March to submit a one-year waiver request. Although CDE seemed interested, the State has not yet submitted such a waiver.

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coley, Jerine <Jerine.Coley@ed.gov>	Required

Friday, April 28, 2017

Time 9:00 AM – 9:30 AM
Subject Briefing on Truman Scholars
Location Jason's Office - 3W315 / Dial: 866-732-0811; Code: 944-9103
Attachments Truman Scholarship Foundation briefing 4.28.17.docx
17-0099.Summer_Institute_Program.doc
17-0099.Fellows_Program.doc
Show Time As Busy

Conference Line – 866-732-0811
Participant Code – 944-9103
Leader Code (Jason is Leader) – 454-8779

Purpose: To brief Jason, and the political team, re: Truman Scholarship Foundation board.

Materials:

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Background:
I have asked Phillip Juengst, who is a Truman Scholar alum, to provide a briefing Friday morning on the Truman Foundation Scholars. A few things to note:

1. The Secretary by her position is officially a board member of the foundation, which provides scholarships for graduate study. Early on when we were asked who would be her designee to attend the annual board meeting in the fall, I agreed to do it. Now that I am in a different role, I think it makes more sense for the designee to be someone who focuses on higher education issues

2. There was recently an article criticizing the program because of an allegedly disproportionate number of scholars selected who have worked for Democratic and liberal elected officials and outlets as compared to the number who have worked for Republican and conservative elected officials and outlets

3. Phillip and Mitch Dedert have proposed fellowship programs here at the department for Truman scholars. They have proposed two types, unpaid summer fellows and year-long paid fellows

4. apparently there are some folks already in the running for unpaid summer fellowships who are waiting to find out whether we will indeed be offering unpaid summer fellowships so they can make decisions about their summers accordingly

Categories Briefing Book, Jason Botel

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	McHugh, Erin <Erin.McHugh@ed.gov>	Required
	Juengst, Phillip <Phillip.Juengst@ed.gov>	Required
	Dedert, Mitchell <Mitchell.Dedert@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required

AMERICAN OVERSIGHT

Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Meet w/ Office of Academic Improvement - Sylvia Lyles
Location Jason's Office - 3W315
Show Time As Busy

4/21 Update: Scheduling conflict, need to move to next week.

Purpose: Meet and greet with the program offices within OESE.

Materials: Please provide any materials to Michael Johnston by 4pm on the day prior.

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Meeting Patrick/Jason discuss Title II Guidance Document
Location Jason's Office 3W315
Show Time As Busy

Hi Patrick,

Jason now has a conflict on 4/19 please let me know if this works for a reschedule.

Thanks
Paula Hill

Patrick - thanks!

Paula - can you please find time for Patrick and me to meet sometime in the next two weeks to discuss a possible conference call and the title ii guidance document?

Sent from my iPhone

On Apr 5, 2017, at 11:03 AM, Kelly, Patrick < HYPERLINK "mailto:Patrick.Kelly@ed.gov" Patrick.Kelly@ed.gov> wrote:

AMERICAN OVERSIGHT

Jason,

Thanks again for taking the time to meet with the Fellows yesterday. I really enjoyed the conversation, and I'd love to be able to continue those discussions.

A big reason why I said "yes" when the Department asked me to take on the full-time Fellowship position this year is because, as an educator, I am deeply troubled by the fact that there are so many students across the country that don't get the same opportunities students get in my district, including my own children. I'm fortunate to work in a high-performing district that has created a successful choice system (my daughter attends a magnet that my wife and I selected as her best fit), but 20 miles away from where I live there are kids without those types of opportunities. As I enter the last few months of my time at ED, I'm feeling an urgency to contribute as much as I can to the work here before I return to SC.

I wanted to share with you the "next steps" items that I took out of yesterday's meeting so you know what I'm working on as a result of the conversation. They are:
Soliciting feedback from the current team of Fellows and the alumni network around two questions:
Where are federal programs successfully making a difference (including evidence to demonstrate that difference)
What are the issues beyond choice and funding that educators would like to see ED address/articulate a position on
Developing a chance for you and other senior staff to engage with the Fellowship alumni network (similar to Amanda's Google Hangout suggestion). We developed a few ways to do this in the fall, with the easiest being a conference call with interested alumni using a moderated line. This could be a great way for staff to share policy priorities with alumni, which can be a useful way to build messaging in areas where there is limited or no media attention. The calls also proved to be a great way for senior staff to get feedback directly from educators across diverse locations and contexts. If this is something you're interested in setting up, maybe I could set up a time with you in the next week or two to talk out how such a call could be structured?

Also, I wanted to share two quick follow-up items based on our discussion.
In regards to the discussion of how it's important to have evidence of impact from federal funding, I thought you might find HYPERLINK "http://neatoday.org/2017/01/17/essa-title-ii-clark-county/" this article interesting. It talks about how Clark County, NV is using Title II dollars to address issues of teacher retention and quality.
As I processed your statement about being interested in federal programs that are working, regardless of the revenue stream, I found myself thinking again of the Title II Guidance support document that hasn't been published. The document seems like something that could be easily repurposed to serve as exactly the type of "best practices" set of examples you were discussing since none of the projects in the document have actually been funded through Title

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II.....they are simply programs that could be eligible for use of Title II funds. As a result, the document could serve as a starting point to provide examples of how LEAs and SEAs are doing innovative work to develop systems of "professional development" that fit the ESSA definition of the term without using Title II dollars. If you think this could be useful, I'd be happy to take a stab at rewording the preface of the document to fit that purpose (which, of course, would then require putting the doc back through clearance, especially with OGC).

Thanks again, and please let me know your thoughts on the potential alumni conference call and the repurposing of the Title II document. I'll follow up with feedback from Fellows as soon as I have it!

Patrick

Patrick Kelly
2016-2017 Teaching Ambassador Fellow
Office of Planning, Evaluation and Policy Development
U.S. Department of Education
(b)(6)
Office: (202) 453-5669

<Title II Appendix Exec Sec Approved.docx>

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Kelly, Patrick <Patrick.Kelly@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 2:00 PM – 2:30 PM
Subject Meet w/Office of Early Learning
Location Jason's Office - 3W315
Show Time As Busy

Purpose: Meet and greet with the program offices within OESE.

Materials: Please provide any materials to Michael Johnston by 4pm on the day prior.

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Proctor, Tammy <Tammy.Proctor@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject OSEP Memo: Visual Impairments Eligibility Determinations

AMERICAN OVERSIGHT

Location Deputy Secretary's Office (behind glass doors); (b)(6)
(b)(6)

Attachments 15-009109-OSEP Memo Visual Impairment Eligibility Determinations 3-29-17....docx
4-28-17 Summary Document - Visual Impairment.docx

Show Time As Busy

Good morning,

Please find attached a summary document for today's meeting. Please also note the call-in number below. Ruth will be calling in, due to back to back meetings.

(b)(6)

Thanks,
Ed

Good morning,

This is a meeting to discuss OSEP's memo on Visual Impairments Eligibility Determinations. Additional details are below. The memo is attached.

Thanks,
Ed

OSEP Memo: Visual Impairments Eligibility Determinations
Audience: State Directors of Special Education, Preschool/619 State Coordinators
Description: On 11/12/14, OSEP issued a response to an inquiry for policy clarification addressing whether an SEA or LEA is permitted to establish procedures that further define the disability category, "visual impairment including blindness," under IDEA. Since that time, OSEP has received a request for written guidance to assist SEAs in supporting their LEAs in reaching appropriate eligibility determinations for children with this disability. The purpose of this memorandum is to ensure broad dissemination of the key points made in our 11/12/14 letter, provide the additional guidance requested on this important issue, and inform States of next steps and required actions.
Status & Rec. Action: Approval of the memo. Because of its very specific and narrow focus, it did not go through the typical Departmental clearance process.

Ed Vitelli, Ed.D.
Management and Program Analyst
Office of Policy and Planning

AMERICAN OVERSIGHT

Office of Special Education and Rehabilitative Services
U.S. Department of Education
(202) 245-8055
HYPERLINK "mailto:Edward.Vitelli@ed.gov" Edward.Vitelli@ed.gov

Attendees	Name <E-mail>	Attendance
	Vitelli, Edward <Edward.Vitelli@ed.gov>	Organizer
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Miller, Meredith <Meredith.Miller@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Required
	Duos, Laura <Laura.Duos@ed.gov>	Required
	Pagano, Lisa <Lisa.Pagano@ed.gov>	Required
	Corr, Gregg <Gregg.Corr@ed.gov>	Optional

Time 3:00 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

(b)(6)

Gregory E. McCampbell, BA, MFA
FOIA Coordinator/Government Information Specialist
Office of Elementary and Secondary Education
and Office of English Language Acquisition
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6400
Phone: (202) 260-1927
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AMERICAN OVERSIGHT

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Calendar Calendar
Monday, May 01, 2017 – Wednesday, May 31, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

May 2017

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Busy Tentative Out of Office Free Outside of Working Hours

May 2017

Mon, May 01

(b)(6)

Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 9:30 AM	Office Time
9:30 AM – 10:00 AM	Joe / jason chat Joe's office Botel, Jason
10:00 AM – 10:45 AM	Meeting Matt de Ferranti/Ahniwake Rose (National Indian Education Association) 400 Maryland Ave, SW, Washington DC 20202, Jason's Office - 3W315 Botel, Jason
10:30 AM – 11:00 AM	State plan public comments 6E313 General Counsel's office Rosenfelt, Phil
11:00 AM – 11:30 AM	Meet w/Office of Indian Education Jason's Office - 3W315 Botel, Jason
11:30 AM – 12:00 PM	**Free**
12:00 PM – 12:30 PM	PLC Planning w/ Judy/Kristi/Jason Dial-in: (877) 567-1262 / Code: 9085190# / Moderator Code: *5040058#

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		Judy Wurtzel
■	12:30 PM – 2:30 PM	(b)(6)
■	1:30 PM – 2:00 PM	Jessica / Ebony meeting U.S. Department of Education - Ebony's office 7W209 Botel, Jason
■	2:30 PM – 3:00 PM	Office Time
□	**3:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	Taronda helps jason complete the 278 6C112 Botel, Jason
■	4:00 PM – 5:00 PM	Meet w/Carrie Coxen Jason's Office - 3W315 Botel, Jason
□	**After 5:00 PM**	**Free**

Tue, May 02

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 9:30 AM**	**Free**
■	9:30 AM – 10:00 AM	discuss the hiring exceptions Jason's Office (3W315) Chism, Monique
■	9:30 AM – 10:30 AM	Office Time
■	10:30 AM – 11:00 AM	Meeting - Linked Learning and the National Academy Foundation 400 Maryland Ave, SW, Washington, DC 20202 - 7C100 Botel, Jason
□	**11:00 AM – 12:30 PM**	**Free**
■	12:30 PM – 1:00 PM	Meet w/Pam Allyn U.S. Department of Education - Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:30 PM	Office Time
■	1:30 PM – 1:45 PM	Meet w/members of the American Association of School Librarians US Department of Education - Jason's Office 3W315 Botel, Jason
■	1:45 PM – 2:00 PM	Meet w/Ann Abajian U.S. Department of Education. 400 Maryland Ave, SW. - Jason's Office - 3W315 Botel, Jason
□	**2:00 PM – 2:30 PM**	**Free**
■	2:30 PM – 3:00 PM	Office Time
▨	2:30 PM – 3:30 PM	Hearing Prep Briefing Secretary's Conference Room DeVos, Betsy
■	3:00 PM – 3:30 PM	Confirmed - Transportation

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	3:30 PM – 4:00 PM	School Choice Policy Forum The St. Regis Hotel - 923 16th St NW, Washington DC 20006
	4:00 PM – 4:30 PM	Confirmed - Transportation
	4:30 PM – 4:45 PM	Phone Call to Chief State School Officer - Georgia Richard Woods to Call Jason Botel, Jason
	4:45 PM – 5:00 PM	Phone Call to Chief State Schools Officer - Hawaii Kathryn Matayoshi Will Call Jason Botel, Jason
	After 5:00 PM	**Free**

Wed, May 03

	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	Meet with Taronda OGC/Ethics Jason's Office (3W315) Coxen, Carrie
	9:30 AM – 10:00 AM	Meet w/Evan Stone Starbucks - 550 C St. SW 20024 Botel, Jason
	10:00 AM – 10:30 AM	Meeting Don Graham/Graham Holdings 400 Maryland Ave, SW, Wash DC 20202 - Jason's Office 3W315 Botel, Jason
	10:30 AM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	Confirmed - Transportation Botel, Jason
	1:30 PM – 2:00 PM	National Urban League Policy Conference Westin Georgetown. 2350 M Street, NW Botel, Jason
	2:00 PM – 2:30 PM	Confirmed - Transportation Botel, Jason
	2:30 PM – 3:00 PM	**Free**
	3:00 PM – 3:30 PM	Discussion on EIR Regulations Jason's Office 3W315 Botel, Jason
	3:30 PM – 4:00 PM	Meet w/Melina Uncapher Jason's Office - 3W315 Botel, Jason
	4:00 PM – 4:15 PM	Drop by: Meeting with Association of California School Administrators Secretary's Conference Room DeVos, Betsy
	4:00 PM – 4:30 PM	Office Time
	4:30 PM – 4:45 PM	Background Information - DC

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■	4:30 PM – 4:45 PM	Phone Call to Chief State School Officer - D.C. Jason will Call Hanseul Kang - 202-355-8088 Botel, Jason
■	4:45 PM – 5:00 PM	Phone Call to Chief State School Officer - Iowa Jason will Call Ryan Wise - 515-281-3310
	After 5:00 PM	**Free**

Thu, May 04

	Before 8:30 AM	**Free**
☐	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 10:00 AM	Senior Leadership Meeting Jason's Office (3W315) Chism, Monique
☐	**10:00 AM – 11:00 AM**	**Free**
■	11:00 AM – 12:30 PM	Policy Committee Mtg Secretary's Conference Room (OS Managed) Lee, Ebony
■	12:30 PM – 12:45 PM	Phone Call to Chief State Schools Officer - Illinois Tony Smith Will Call Jason Botel, Jason
☐	**12:45 PM – 1:00 PM**	**Free**
■	1:00 PM – 1:30 PM	Office Time
■	1:30 PM – 2:00 PM	Meeting Neerav Kingsland/Relinquishment 400 Maryland Ave, SW, Washington, DC Jason's Office 3W315 Botel, Jason
■	2:00 PM – 3:00 PM	Regulatory Review Task Force Meeting Secretary's Conference Room (OS Managed) Eitel, Robert
▨	2:00 PM – 3:00 PM	Diversity and Inclusion Council Follow Up Discussion WDCFB6-2W240-20 (Managed) ED_Diversity_and_Inclusion_Council
■	3:00 PM – 3:25 PM	Meeting with Holly Ham Jason's Office 3W315 Coxen, Carrie
☐	**3:25 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:30 PM	Meeting with Colorado Forum Training Center 1W128 Botel, Jason
☐	**4:30 PM – 5:00 PM**	**Free**
	After 5:00 PM	**Free**

Fri, May 05

	Before 8:30 AM	**Free**

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	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	Office Time
	10:30 AM – 11:00 AM	Catchup Bob's Office Eitel, Robert
	11:00 AM – 12:00 PM	Camden charters WDCFB6-7C100 Ruddock, Neil
	11:45 AM – 12:30 PM	Political All-Staff Meeting Secretary's Conference room DeVos, Betsy
	12:30 PM – 1:00 PM	Discuss Reg Reform/Reorg. Jason's Office - 3W315 Botel, Jason
	1:00 PM – 1:30 PM	**Free**
	1:30 PM – 1:45 PM	Controls Approval Process Paperwork Check In Jason's Office Coxen, Carrie
	1:45 PM – 2:00 PM	**Free**
	2:00 PM – 3:00 PM	Meeting Steve Sachs/SAS Michigan Jason's Office - 3W315 Botel, Jason
	3:00 PM – 3:30 PM	Follow Up Success Academy Jason's Office 3W315 Coxen, Carrie
	3:30 PM – 4:00 PM	Office Time
	4:00 PM – 4:15 PM	Phone Calls to Chief State School Officer - Colorado Dr. Katy Anthes will Call Jason Botel, Jason
	4:15 PM – 4:30 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
	4:30 PM – 4:45 PM	**Free**
	4:45 PM – 5:00 PM	Phone Calls to Chief State School Officer - Alaska Jason Will Call Michael Johnson - (b)(6)
	After 5:00 PM	**Free**

Sat, May 06 – Sun, May 07

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Mon, May 08

	Before 8:00 AM	**Free**

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■	8:00 AM – 8:30 AM	teacher appreciation calls 1w109
□	**8:30 AM – 10:30 AM**	**Free**
■	10:30 AM – 11:00 AM	Meeting Jeff Hood-Van Wert City Schools Jason's Office 3W315 Coxen, Carrie
■	11:00 AM – 11:30 AM	Office Time
□	**11:30 AM – 12:00 PM**	**Free**
■	12:00 PM – 12:30 PM	TRAVEL Coxen, Carrie
■	12:30 PM – 1:30 PM	NASSP Prudential Spirit Honoree Awards Mellon Auditorium Washington D.C. Coxen, Carrie
■	1:30 PM – 2:00 PM	TRAVEL Coxen, Carrie
□	**2:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	Pre-Meet for AASA meeting Jason's Office - 3W315 Botel, Jason
■	4:00 PM – 4:30 PM	Call w/Jennifer Oribello Jason's Office 3W315 / Dial info. In Invite Botel, Jason
■	4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory
□	**4:30 PM – 4:45 PM**	**Free**
■	4:45 PM – 5:00 PM	FOLLOW-UP Call to Chief State School Officers - Alabama Jason will Call Michael Sentance - (b)(6)
□	**After 5:00 PM**	**Free**

Tue, May 09

□	**Before 8:30 AM**	**Free**
■	8:30 AM – 9:30 AM	Jason - Offsite
■	9:30 AM – 10:00 AM	MEET: Surplus Military Equipment Jason's Office 3W315 Botel, Jason
■	10:00 AM – 10:45 AM	Follow Up Meeting NH State Assessment 3w315 Coxen, Carrie
▨	10:45 AM – 11:15 AM	pre-meet for Hill call 6W338 - OLCA Conference room Zarish-Becknell, Kim
□	**11:15 AM – 12:45 PM**	**Free**
■	12:45 PM – 1:00 PM	CALL w/Alex Cassanova Jason will CALL Alex - (b)(6)

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		Botel, Jason
■	1:00 PM – 1:15 PM	MEETING: ANEP Jason's Office 3W315 Botel, Jason
■	1:15 PM – 2:00 PM	HOLD - OESE Walkabout Walking OESE Coxen, Carrie
□	**2:00 PM – 3:15 PM**	**Free**
■	3:15 PM – 3:45 PM	MEETING- Chat with Kevika Jason's Office 3W315 Botel, Jason
□	**3:45 PM – 4:00 PM**	**Free**
■	4:00 PM – 4:30 PM	Materials for Meeting with Dan Domenech
■	4:00 PM – 4:30 PM	Meet w/Dan Domenech (AASA) US Department of Education: Jason's Office - 3W315 Botel, Jason
■	4:30 PM – 5:00 PM	Meeting with Hanseul Kang LBJ- 400 Maryland Ave, Washington DC 20202 Room 212-20 Ham, Holly
■	4:45 PM – 5:00 PM	Phone Calls to Chief State School Officers - Arizona Jason will Call Diana Douglas - 602-542-5423
□	**After 5:00 PM**	**Free**

Wed, May 10

□	**Before 8:30 AM**	**Free**
■	8:30 AM – 9:00 AM	TQP Touching Base For 5/10-5/12 Jason's Office 3W315 Botel, Jason
■	9:00 AM – 9:30 AM	Carrie / jason checkin 3w315 Botel, Jason
■	9:30 AM – 10:00 AM	ESSA Guidance Jason's Office - 3W315 Botel, Jason
□	**10:00 AM – 10:30 AM**	**Free**
■	10:30 AM – 11:30 AM	MEET- OESE Front Office Family Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	SAF In-person Interviews 3W315 (Jason's office) Rodriguez, Celeste
■	12:00 PM – 12:30 PM	CONFIRMED call with the Hill 6W338 Zarish-Becknell, Kim
□	**12:30 PM – 1:00 PM**	**Free**

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■	1:00 PM – 1:30 PM	Principals at ED Executive Memo Jason's Office - 3W315 Botel, Jason
■	1:30 PM – 3:00 PM	OESE Town Hall LBJ Barnard Auditorium Ahmady, Lori
■	3:00 PM – 4:00 PM	Office Time Botel, Jason
■	3:30 PM – 4:30 PM	Listening Session EEOB room TBD Richardson, Venitia
▨	4:00 PM – 7:00 PM	Fwd: Listening Session LBJ Barnard Auditorium Richardson, Venitia
□	**After 7:00 PM**	**Free**

▲ **Thu, May 11**

■		(b)(6)
□		
■	8:30 AM – 9:00 AM	Transportation-Motor Pool Confirmed
■	9:00 AM – 9:45 AM	Keynote Marriot Arlington Richardson, Venitia
■	9:45 AM – 10:15 AM	Transportation-Motor Pool Confirmed
■	10:15 AM – 11:00 AM	Office Time Botel, Jason
■	11:00 AM – 11:30 AM	Opening Remarks for Elevated Thought Event - Briefing Memo Included LBJ Auditorim
■	11:00 AM – 12:00 PM	An arts event -- visual, spoken word, song, film and Youths' Bill of Rights -- by passionate, community-changing students asking "What Is Education?" LBJ Auditorium Zimmermann, Jacquelyn
■	11:30 AM – 12:00 PM	MEETING - Tina Hunter OESE Exec Office Jason's Office 3W315 Coxen, Carrie
■	12:00 PM – 12:15 PM	CLT Management Feedback Town Hall #1 CONFERENCE CALL Botel, Jason
■	12:00 PM – 12:30 PM	Fwd: RMS visit to Puerto Rico conference call Dickerson, Lorena
■	12:30 PM – 1:00 PM	Jason Lunch Half Hour Jason's Preference

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Botel, Jason

1:00 PM – 1:30 PM Elevated Thought students: Conversation with Jason Botel, Joe Conaty and Lisa Ramirez
TBD - LBJ

1:00 PM – 2:00 PM Elevated Thought students: Conversation with Jason Botel, Joe Conaty and Lisa Ramirez
1W128
Zimmermann, Jacquelyn

2:00 PM – 3:00 PM Regulatory Review Task Force Meeting
Secretary's Conference Room (OS Managed)
Eitel, Robert

3:00 PM – 3:30 PM Reform Steering Committee
Secretary's Conference Room (Adding Call In Number (b)(6)
Conaty, Joe

3:30 PM – 4:00 PM BRIEFING FOR MEETING WITH DAVE ROSS-P21
Jason's Office

3:30 PM – 4:00 PM MEETING w/Dave Ross
U.S. Department of Education - Jason's Office 3W315
Botel, Jason

4:15 PM – 4:30 PM MEETING: Chareese
Jason's Office 3W315
Botel, Jason

5:00 PM – 5:15 PM Phone Call to Chief State Schools Officer - Idaho
Jason will Call Sherri Ybarra - (b)(6)

6:00 PM – 6:30 PM Phone Call TO Julia Keleher Secretary of Education for Puerto Rico
PHONE CALL (b)(6)
Botel, Jason

Fri, May 12

All Day (b)(6)

All Day

10:00 AM – 11:30 AM Update: CoSN/ISTE/SETDA Visit
400 Maryland Ave, SW, Washington, DC 20202 | National Library of Education
Leu, Sharon

11:00 AM – 11:30 AM MEET: Prep-Indian Education
Jason's Office 3W315
Botel, Jason

11:30 AM – 12:00 PM Jason Lunch Half Hour
Jason's Preference
Botel, Jason

12:00 PM – 12:30 PM MEET: A. Sweeney OESE reg reform work group, Bob, & oela & OII

AMERICAN OVERSIGHT

Jason's Office 3W315
Botel, Jason

1:30 PM – 2:00 PM reconcile calendar for next week and schedule next

2:45 PM – 3:00 PM Weekly Update: Jason Botel
Conf Call
Ventimiglia, Eric

3:00 PM – 3:30 PM MEET: Weekly Event Request Check In
Jason's Office 3W315
Coxen, Carrie

3:30 PM – 4:00 PM Daily Wrap Up
Jason's Office
Botel, Jason

3:45 PM – 4:00 PM Ebony preps j for hearing prep
Ebony's office
Botel, Jason

4:30 PM – 5:00 PM (b)(6)

4:30 PM – 5:00 PM Dry Run- Hearing Prep for the Secretary
Barnard Auditorium
Lee, Ebony

Sat, May 13 – Sun, May 14

Before 8:30 AM **Free**

8:30 AM – 5:00 PM **Free**

After 5:00 PM **Free**

Mon, May 15

Before 8:30 AM **Free**

8:30 AM – 10:30 AM **Free**

10:30 AM – 11:00 AM Discuss ESSA Section 5005
WDCFB6-2W240-20 (Managed)
Botel, Jason

11:00 AM – 11:30 AM Office Time
Botel, Jason

11:30 AM – 12:00 PM **Free**

12:00 PM – 12:30 PM Meeting with Florida International University / STEM K-12 Initiatives
WDCFB6-7C101
Lee, Ebony

12:30 PM – 1:00 PM Hearing Prep Meeting
Barnard
Davis, Martha

12:30 PM – 1:00 PM Jason's Lunch Half Hour
Jason's Preference
Botel, Jason

12:30 PM – 1:00 PM text for Cong Clark

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■	1:00 PM – 3:00 PM	Hearing Prep Barnard Auditorium DeVos, Betsy
■	3:00 PM – 3:15 PM	BRIEFING MATERIALS: Mary Keller Jason will Call Mary - (b)(6) Botel, Jason
■	3:00 PM – 3:15 PM	Call w/Mary Keller Jason will Call Mary - (b)(6) Botel, Jason
☐	**3:15 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 4:30 PM	INFORMAL DROP BY to Under Secretary Office Under Secretary Office Botel, Jason
■	4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory
■	4:30 PM – 4:45 PM	Daily Wrap Up Jason's Office 3W315 Botel, Jason
▨	4:30 PM – 4:45 PM	Puerto Rico (b)(6) Rosenfelt, Phil
☐	**4:45 PM – 5:00 PM**	**Free**
	After 5:00 PM	**Free**

Tue, May 16

	Before 8:00 AM	**Free**
■	8:00 AM – 12:00 PM	(b)(6)
■	12:00 PM – 12:30 PM	MEET: GAO Report 21st CCLC Study (100498) Jason's Office 3W315 Botel, Jason
■	12:30 PM – 12:45 PM	Daily Wrap Up Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	Jason's Lunch Half Hour Jason's Preference
■	1:00 PM – 1:30 PM	MEET: Regulatory Reform Stakeholders Jason's Office 3W315 Botel, Jason
▨	1:30 PM – 2:00 PM	MEET: EdFacts Collection/MI Comments Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:45 PM	MEETING: Sen. Thune Request

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		Jason's Office 3W315 Botel, Jason
	2:45 PM – 4:45 PM	Hearing Prep Barnard Auditorium DeVos, Betsy
	4:45 PM – 5:15 PM	Pre-Town Hall mtg w/Jenn Oribello Jason's Office (3W315) Chism, Monique
	After 5:15 PM	**Free**

Wed, May 17

	Before 8:30 AM	**Free**
	8:30 AM – End of Day	Mike - Telework - 202-406-0437 Johnston, Michael
	9:30 AM – 10:00 AM	MEET: FY17 OPR: Department Priorities for OESE Jason's Office 3W315 Botel, Jason
	10:00 AM – 12:00 PM	Hearing Prep Barnard Auditorium DeVos, Betsy
	12:00 PM – 12:15 PM	PHONE CALL: Sec. Peyser Jason Will Call (b)(6) Botel, Jason
	12:30 PM – 1:00 PM	MEET: Check In AZ Opt Out Jason's Office 3W315 Botel, Jason
	1:00 PM – 1:45 PM	MEET-Title IV, Part A National Activities Jason's Office 3W315 Botel, Jason
	1:45 PM – 2:00 PM	Jason's Lunch Time Jason's Preference
	2:30 PM – 2:35 PM	5 Min Chat PR Jason's Office Botel, Jason
	2:30 PM – 3:00 PM	Office Time Botel, Jason
	4:00 PM – 4:30 PM	Meeting with Elizabeth Dial Pinkerton- President's Commission on White House Fellowships WDCFB6-7C101 Lee, Ebony
	4:30 PM – 4:45 PM	MEET: Rep. Larsen Jason's Office 3W315 Botel, Jason
	4:45 PM – 5:00 PM	Daily Wrap Up Jason's Office 3W315 Botel, Jason

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Thu, May 18

Start of Day – 12:00 PM	(b)(6)
8:30 AM – 11:30 AM	
11:00 AM – 12:30 PM	OESE Town Hall #2 - Brainstorming Barnard Auditorium Washington, Mark
12:00 PM – End of Day	Mike Out of Office - Annual Leave Johnston, Michael
12:10 PM – 12:30 PM	OESE Town Hall Drop By LBJ-Barnard Auditorium Botel, Jason
12:30 PM – 1:00 PM	reconcile calendar for next week and schedule next
12:40 PM – 1:10 PM	MEET: Prep Eric Paisner Jason's Office 3W315 Botel, Jason
2:00 PM – 3:00 PM	Regulatory Review Task Force Meeting Secretary's Conference Room (OS Managed) Eitel, Robert
3:00 PM – 3:30 PM	BRIEFING MATERIALS - Todd Mann Jason's Office 3W315 Botel, Jason
3:00 PM – 3:30 PM	Meet w/Todd Mann 400 Maryland Ave. SW - Jason's Office - 3W315 Botel, Jason
4:00 PM – 4:15 PM	MEET: Carrie, Jason, Chareese about Scheduling Best Practices Jason's Office 3W315 Botel, Jason
4:15 PM – 5:00 PM	Daily Wrap Up Jason's Office 3W315 Botel, Jason
6:00 PM – 7:30 PM	goodbye/good riddance to Neil The Partisan/709 D Street NW Ruddock, Neil

Fri, May 19

All Day	(b)(6)
Before 8:30 AM	**Free**
8:30 AM – 10:30 AM	**Free**
10:30 AM – 11:15 AM	Voices from the Classroom wtih TAF/PAF Team 1W105/108 Kelly, Patrick
11:15 AM – 12:00 PM	Briefing BTS Planning Work Group

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		TBC Botel, Jason
■	11:15 AM – 12:00 PM	BTS Planning Work Group Dep Sec Office Simmons, Lee (Dougie)
■	12:00 PM – 12:30 PM	OPR meeting Jason's Office (3W315) Washington, Mark
■	12:30 PM – 1:00 PM	Call w/ Pennsylvania Secretary of Education - Pedro Rivera Jason's Office - 3W315 / Dial info. In Invite Chism, Monique
■	12:30 PM – 1:00 PM	Materials for Call w/PA Secretary of ED Chism, Monique
■	1:00 PM – 1:15 PM	MEET: Debrief Town Hall 2 Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:30 PM	BRIEFING MATERIALS JV MEET Botel, Jason
■	1:15 PM – 1:30 PM	Weekly Update: Jason Botel Conf Call Venable, Joshua
■	1:30 PM – 2:30 PM	Title I/II implementation study surveys WDCFB6-7C100 Lee, Ebony
■	2:30 PM – 4:00 PM	MEET: State Plan Level-Setting/Norm Creation WDCFB6-3C100 Botel, Jason
■	4:00 PM – 4:15 PM	HOLD Hill Call 7W209 Petersen, Molly
☐	**4:15 PM – 4:45 PM**	**Free**
■	4:45 PM – 5:00 PM	Daily Wrap Up Jason's Office 3W315 Botel, Jason
☐	**After 5:00 PM**	**Free**

Sat, May 20 – Sun, May 21

☐	All Day	(b)(6)

Mon, May 22

☐	All Day	(b)(6)
☐	**Before 8:30 AM**	**Free**

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	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	Office Time Botel, Jason
	10:30 AM – 10:45 AM	MEET: TAF/PAF Prep - P Kelly Jason's Office 3W315 Botel, Jason
	10:45 AM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	MEET: 2017 SES Performance Plan Draft Jason's Office 3W315 Botel, Jason
	1:00 PM – 1:30 PM	Office Time Botel, Jason
	1:30 PM – 2:30 PM	FY18 Budget Roll-out Meeting WDCFB6-5E335 (Managed) Ross, Chareese
	2:30 PM – 3:00 PM	Office Time Botel, Jason
	3:00 PM – 3:30 PM	NAPCS Conference Panel Prep 202 695 8310, 1, 24465 Christy Wolfe
	3:30 PM – 4:00 PM	HOLD: Treasury FLEC Prep Jason's Office 3W315 Botel, Jason
	4:00 PM – 4:30 PM	Office Time Botel, Jason
	4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory
	4:30 PM – 5:00 PM	Daily Wrap Up Botel, Jason
	5:00 PM – 5:30 PM	Budget-Stakeholders and All Staff Meeting 5W313 Navarro, Erica
	After 5:30 PM	**Free**

Tue, May 23

	All Day	(b)(6)
	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	TickTock Updates for FY18 Budget Rollout Botel, Jason
	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	BRIEFING: MEETING: David Griffith Jason's Office Botel, Jason
	10:00 AM – 10:30 AM	Meet w/David Griffith

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		U.S. Department of Education - Jason's Office 3W315 Botel, Jason
	10:30 AM – 11:00 AM	**Free**
	11:00 AM – 11:30 AM	MEET: Reschedule Meet w/Office of Impact Aid Jason's Office 3W315 Botel, Jason
	11:30 AM – 12:00 PM	MEET: Erin McHugh On QPRs Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	MEET: Section 5005 Jason's Office 3W315 Botel, Jason
	12:30 PM – 1:00 PM	Lunch Time Jason's Preference Botel, Jason
	1:00 PM – 1:30 PM	SES Jason's Office 3W315 Botel, Jason
	1:30 PM – 2:00 PM	Office Time Botel, Jason
	2:00 PM – 3:00 PM	HOLD: Stakeholder Briefing LBJ Barnard Auditorium Ross, Chareese
	3:00 PM – 3:30 PM	Office Time Botel, Jason
	3:15 PM – 3:30 PM	MEET: Jean-Paul 15 Mins Jason's Office 3W315 Botel, Jason
	3:30 PM – 3:45 PM	**Free**
	3:45 PM – 4:00 PM	Jason & Joe chat Joe's office Conaty, Joe
	4:00 PM – 4:30 PM	MEET: FLEC Public Meeting Prep Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	Employee Express Botel, Jason
	5:00 PM – 6:30 PM	**Free**
	6:30 PM – 7:30 PM	TAF/PAF Alumni Network Call 1-888-469-0975, Code 52250 Kelly, Patrick
	After 7:30 PM	**Free**

Wed, May 24

	All Day	(b)(6)

AMERICAN OVERSIGHT

	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	Transportation-JB Arranged Botel, Jason
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 12:00 PM	Treasury FLEC Treasury 1500 Pennsylvania Ave NW Botel, Jason
	9:00 AM – 3:30 PM	jason at treasury
	10:00 AM – 11:30 AM	AGENDA ADDED: Town Hall #3 - SYNTHESIS (Wednesday, May 24, 2017) LBJ - Barnard Auditorium Washington, Mark
	1:00 PM – 1:30 PM	reconcile calendar for next week and schedule next
	2:00 PM – 3:30 PM	FLEC Post Meeting Treasury Grant Room 1500 Pennsylvania Ave NW Botel, Jason
	3:30 PM – 4:00 PM	Transportation-Motor Pool Botel, Jason
	4:00 PM – 4:30 PM	**Free**
	4:30 PM – 5:00 PM	Fw: Cross-Agency Reform: Early Learning WDCFB6-7C100; Conference Call: 866-804-3181; Passcode: 3415555# Ryder, Ruth
	4:30 PM – 7:00 PM	(b)(6)
	After 7:00 PM	**Free**

Thu, May 25

	All Day	(b)(6)
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	Carrie picks Jason up and drives to Ashburton Premier Motors Service, 309 Howard Ave Ste G, Rockville, MD 20850 Botel, Jason
	9:00 AM – 10:00 AM	School Visitation Ashburton Elementary Ashburton Elementary School MCPS
	10:00 AM – 10:30 AM	Carrie drives jason back to premier Botel, Jason
	10:30 AM – 11:00 AM	Carrie and jason drive to LBJ separately Botel, Jason
	11:00 AM – 12:30 PM	**Free**
	12:30 PM – 1:00 PM	MEET: Conference approvals by the Deputy Secretary (DS) delegate Jason's Office 3W315 Botel, Jason
	1:00 PM – 2:00 PM	Title II, Part A Briefing

AMERICAN OVERSIGHT

		WDCFB6-2W240-20 (Managed) Botel, Jason
	2:00 PM – 2:45 PM	HOLD: Department of Education Staff Budget Briefing LBJ Barnard Auditorium Ross, Chareese
	2:00 PM – 3:00 PM	FY 2018 Budget Briefing for ED Employees Barnard Auditorium and on Mediasite and EDstream ED Internal Communications
	3:00 PM – 3:30 PM	**Free**
	3:30 PM – 4:00 PM	Follow up briefing on Indian Education Deputy Secretary's Office Venable, Joshua
	4:00 PM – 4:30 PM	Holly/Jason B. Meeting Holly's Office Ham, Holly
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Fri, May 26

	Start of Day – 5:00 PM	(b)(6)
	6:45 AM – 7:30 AM	
	10:00 AM – 10:30 AM	OSS Update Jason's office Rm 3W315 Chism, Monique
	10:30 AM – 11:00 AM	MEET: Larsen Letter Jason's Office 3W315 Botel, Jason
	11:00 AM – 11:30 AM	MEETING: Udeitha Srimushnam 50 CAN Jason's Office 3W315 Botel, Jason
	11:30 AM – 12:00 PM	MEET: BTS Tour Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	MEET: Puerto Rico Title I, Part D Jason's Office 3W315 Botel, Jason
	1:00 PM – 1:30 PM	MEETING: CALL-Scott Barron-School Growth PHONE CALL: (b)(6) Botel, Jason
	1:00 PM – End of Day	(b)(6)
	1:30 PM – 2:00 PM	MEET: Crosscutting Indian Education Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

	2:15 PM – 2:30 PM	BRIEFING: JV Botel, Jason
	2:15 PM – 2:30 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
	2:30 PM – 3:00 PM	MEET: EL & JB Ebony's Office Botel, Jason
	3:30 PM – 3:45 PM	Daily Wrap Up Botel, Jason
	At 4:00 PM	(b)(6)

Sat, May 27 – Sun, May 28

	All Day	(b)(6)

Mon, May 29

	All Day	(b)(6)
	4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory

Tue, May 30

	Start of Day – 8:20 AM	(b)(6)
	8:20 AM – 8:30 AM	**Free**
	8:30 AM – 10:30 AM	**Free**
	10:30 AM – 11:00 AM	BIE: Regarding Negotiated Rule Making/Jim Cason and Tony Dearman Jason's Office (3W315) Chism, Monique
	11:00 AM – 11:30 AM	MEETING: AL Pre-Meet before Skype Call Jason's Office 3W315 Botel, Jason
	11:30 AM – 12:00 PM	Meet With Chris Botel, Jason
	12:00 PM – 12:15 PM	CALL Gillum about ESSA Phone Call Botel, Jason
	12:15 PM – 12:30 PM	**Free**
	12:30 PM – 1:00 PM	Office Time Botel, Jason

AMERICAN OVERSIGHT

	1:00 PM – 2:00 PM	P-12 Quarterly Performance Review 1W128 or Dial-in: 877-675-1726 Access: 138-1004 McHugh, Erin
	2:00 PM – 3:00 PM	meeting with WI First Lady Tonette Walker Secretary's Conference Room Reynolds, Cody
	2:30 PM – 2:45 PM	Drop by Meeting with Fostering Futures and Trauma Informed Care and Wisconsin First Lady Tonette Walker Secretary's Conference Room DeVos, Betsy
	3:00 PM – 3:30 PM	BRIEFING: Meet w/Dr. Bjorn Lomborg Botel, Jason
	3:00 PM – 3:30 PM	Meet w/Dr. Bjorn Lomborg U.S. Department of Education - Jason's Office 3W315 Botel, Jason
	3:30 PM – 4:00 PM	Check-In w/Hoang Murphy Jason's Office - 3W315 Botel, Jason
	4:00 PM – 4:30 PM	MEETING: Michael Casserly Council of Great City Schools Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	Office Time Botel, Jason
	5:00 PM – 5:30 PM	notes for political scheduling mtg
	5:30 PM – 6:00 PM	notes for sr ldrshp mtg
	After 6:00 PM	**Free**

Wed, May 31

	All Day	TRAVEL to Raleigh/Durham (Learning Forward) Chism, Monique
	All Day	OOO - Monique Chism, Monique
	8:00 AM – 2:00 PM	Jason Offsite Botel, Jason
	12:30 PM – 1:00 PM	MEET: Tech Test Run Prior To Alabama Super Skype Call WDCFB6-3W336 For Ed Staff Botel, Jason
	1:30 PM – 3:00 PM	Town Hall #4 - PREVIEW LBJ Barnard Auditorium Washington, Mark
	2:00 PM – 2:30 PM	NUL Follow Up Reminder Botel, Jason
	2:45 PM – 3:15 PM	HOLD: MEET: Gillum Jason's Office 3W315

AMERICAN OVERSIGHT

		Botel, Jason
	3:30 PM – 4:00 PM	Meet with Chris Jason's Office 3W315 Botel, Jason
	After 3:30 PM	(b)(6)
	4:00 PM – 4:30 PM	MEET: CC & JB Tech Time - Do Not Move Jason's Office Botel, Jason
	4:30 PM – 5:00 PM	Carrie & Jason Check In/REACH PLAN For Carrie Botel, Jason

Details

(b)(6)

Time 9:00 AM – 9:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 9:30 AM – 10:00 AM
Subject Joe / jason chat
Location Joe's office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Conaty, Joe <Joseph.Conaty@ed.gov>	Required

Time 10:00 AM – 10:45 AM
Subject Meeting Matt de Ferranti/Ahniwake Rose (National Indian Education Association)
Location 400 Maryland Ave, SW, Washington DC 20202, Jason's Office - 3W315
Show Time As Busy

4/21 Update: Location has been moved to Jason's Office. Upon arrival/clearing security, please have the front desk contact Jerine Coley – 202-401-0113

AMERICAN OVERSIGHT

Background Information
From: Botel, Jason
Sent: Monday, April 10, 2017 8:19 PM
To: Matt de Ferranti; Hill, Paula
Cc: Lee, Ebony
Subject: Re: National Indian Education Association (NIEA)

Matt - thank you for your message and for the work you do!

Paula, please see below. can you please find a time for Matt, Ebony and me to meet?

Sent from my iPhone

On Apr 10, 2017, at 4:18 PM, Matt de Ferranti <HYPERLINK "mailto:mdeferranti@niea.org"mdeferranti@niea.org> wrote:
Jason,

I write on behalf of NIEA and our Executive Director Ahniwake Rose to seek a few minutes of your time over the coming week or two regarding Native education.

I am familiar with your work in Maryland and am a Teach for America alum who worked with the KIPP founders in Houston. I promise that a short meeting with NIEA would be worth your time.

NIEA has over 1500 members across the country and are the only national organization working on Native education. We were founded in 1969 and bring perspective on how best to innovate to serve Native students well. We share the goal of tribal leadership and innovation in education. HYPERLINK "http://www.niea.org"www.niea.org if you like.

I promise that a short meeting would provide context on Native education that would be worth your time: NIEA knows the Native education landscape and we would be honest and constructive in working with you to find solutions.

I look forward to hearing if you might have 15 minutes over the coming 2-3 weeks.

Thank you,

Matt

Matt de Ferranti
Legislative Director
National Indian Education Association (NIEA)
Direct: 202-847-0039
Cell: (b)(6)

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Matt de Ferranti <mdeferranti@niea.org>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject State plan public comments
Location 6E313 General Counsel's office
Attachments SignOnLetterDeVosPlanReview042617.pdf
State Plan public comments memo_2017_0501_v2.docx
Show Time As Busy

Purpose: To discuss public comments that the Department is receiving on State plans, and the independent reviews that outside organizations are conducting on State plans.

SignOnLetterDeVosPlanReview042617.pdf objattph://"

Attendees

Name <E-mail>	Attendance
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Organizer
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Pasternak, Sharone <Sharone.Pasternak@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Meet w/Office of Indian Education
Location Jason's Office - 3W315
Show Time As Busy

Purpose: Meet and greet with the program offices within OESE.

Materials: Please provide any materials to Michael Johnston by 4pm on the day prior.

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject PLC Planning w/ Judy/Kristi/Jason
Location (b)(6)
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Judy Wurtzel <jwurtzel@schusterman.org>	Organizer
Kristi Ransick <kransick@schusterman.org>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

(b)(6)

Time 1:30 PM – 2:00 PM
Subject Jessica / Ebony meeting
Location U.S. Department of Education - Ebony's office 7W209
Show Time As Busy

Jessica – I am sorry, but it turns out I can't attend this meeting, but Ebony is happy to meet with you. Upon arrival/clearing security, please have the front desk contact Jerine Coley – 202-401-0113

Jerine – when Jessica arrives, can you please escort her to Ebony's office (7W209)?

Thanks, all!

Purpose: To meet with Jessica Cardichon, Director of the Washington DC office of the Learning Policy Institute.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
jcardichon@learningpolicyinstitute.org <jcardichon@learningpolicyinstitute.org>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 3:30 PM – 4:00 PM
Subject Taronda helps jason complete the 278
Location 6C112
Show Time As Busy

Hi Taronda,

I am still struggling to complete my 278. I would appreciate the opportunity to meet in your office again to try to finish it up. Thanks!

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Wallace, Taronda <Taronda.Wallace@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Meet w/Carrie Coxen
Location Jason's Office - 3W315
Show Time As Busy

1. What would you like to get out of this experience?
2. What are your expectations of me as your manager?
3. What I see your role as at the outset & beyond
4. My expectations of you
5. The core values at OESE, and how to most effectively work with career staff
6. People to meet with to understand how things work - Jerine & Mike
7. Working as a team with Jerine & Mike
8. Confidentiality
9. Guidelines for managing my team

A. 4 hrs per day ofc time
B. 15 min transition periods
C. Unless I say otherwise, scheduling appointments a month out

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, May 02, 2017

Time 9:30 AM – 10:00 AM
Subject discuss the hiring exceptions
Location Jason's Office (3W315)

AMERICAN OVERSIGHT

Show Time As Busy

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 10:30 AM – 11:00 AM
Subject Meeting - Linked Learning and the National Academy Foundation
Location 400 Maryland Ave, SW, Washington, DC 20202 - 7C100
Show Time As Busy

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call the OESE Front Desk (401-0113) and someone will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

External Attendees:

- Gov. Bob Wise, President of the Alliance for Excellent Education and former governor of West Virginia
- The Honorable Christopher Cabaldon, Mayor, City of West Sacramento, CA; Chair of Jobs, Education, and the Workforce Committee, United States Conference of Mayors
- Sarah Steinberg, Vice President, Global Philanthropy, JPMorgan Chase & Co
- Cindy Brown, Director, Student Pathways, Porterville Unified School District (CA)
- Seraiya Wright, Pathway Graduate (Arthur A. Benjamin Health Professions High School, CA) and Undergraduate Student, Community Health Education Major, Howard University
- Jose Bojorquez, Pathway Graduate (Kearny High School, CA) and Senior Project Engineer, McCarthy Holdings
- Bill Taylor, Vice President, Community Engagement, NAF
- Monica Almond, Senior Associate, Policy Development and Government Relations, Alliance for Excellent Education
- Phillip Lovell, Vice President, Policy Development and

AMERICAN OVERSIGHT

Government Relations, Alliance for Excellent Education
· Nikki McKinney, Director, Policy Development and Federal Government Relations, Alliance for Excellent Education

From: Phillip Lovell [mailto:plovell@all4ed.org]
Sent: Monday, April 10, 2017 9:42 AM
To: Botel, Jason; Venable, Joshua; Lee, Ebony
Cc: Monica Almond; Nikki McKinney
Subject: Meeting request: May 2

Hello, Jason, Josh, and Ebony:

I would like to see if you would be available to meet with practitioners of Linked Learning and the National Academy Foundation who will be in Washington, DC from California on Tuesday, May 2. Might you be available for a meeting at 9:30, 10:00, or 10:30 on Tuesday, May 2?
In her remarks to the National Association of State Boards of Education, Secretary DeVos spoke to the promise and impact of Linked Learning. We believe this work has implications for federal policy (e.g., reauthorization of the Carl D. Perkins Career and Technical Education Act and Higher Education Act) and would welcome the opportunity for practitioners to share their experiences with you while they are in DC. That afternoon, they will be leading a panel discussion on Capitol Hill hosted by the Senate CTE Caucus.
As you may know, Linked Learning is an approach to high school reform implemented across California that transforms the traditional high school experience by integrating rigorous academics with high-quality career-technical education, work-based learning, and comprehensive support services. This approach also directly engages state and local business and industry, and higher education in improving and making relevant the high school education experience.
The latest HYPERLINK "https://www.sri.com/sites/default/files/publications/lly7_executive_summary_0.pdf"evaluation of the Linked Learning approach includes a first-time look at end-of-high school outcomes for students in Linked Learning pathways and shows that students enrolled in certified Linked Learning pathways are outperforming their peers enrolled in traditional high school programs in the following areas:

· Linked Learning students are 5.3% more likely to graduate from high school.
· Linked Learning students who entered certified pathways with low prior achievement are 8.5% more likely to graduate, and 6.4% more likely to enroll in a four-year college.
· African American students in certified pathways were 12.4% more likely to enroll in a four-year college.
· Linked Learning students report greater confidence in their life and career skills, and report they are experiencing more rigorous, integrated, and relevant instruction.

The meeting participants will include Linked Learning partners that represent the public and private sector, including a Linked Learning

AMERICAN OVERSIGHT

graduate, who can share how their secondary and postsecondary education, employer, and intermediary entities work together to sustain this work.
Please let me know if you are available to meet at 9:30, 10:00, or 10:30 on Tuesday, May 2.

Many thanks for your consideration.

Phillip

Phillip Lovell
Vice President, Policy Development and Government Relations
Alliance for Excellent Education
1201 Connecticut Avenue, NW, Suite 901
Washington, DC 20036

Telephone: HYPERLINK "tel:202%20828%200828"202 828 0828
Mobile: HYPERLINK "tel:202%20642%204979"202 642 4979
Facsimile: HYPERLINK "tel:202%20828%200821"202 828 0821
Email: HYPERLINK "mailto:plovell@all4ed.org"plovell@all4ed.org
Website: HYPERLINK "http://www.all4ed.org/"www.all4ed.org

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Phillip Lovell <plovell@all4ed.org>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Optional
WDCFB6-7C100 <WDCFB6-7C100@ed.gov>	Resource
Monica Almond <malmond@all4ed.org>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Optional
Nikki McKinney <nmckinney@all4ed.org>	Required

Time 12:30 PM – 1:00 PM
Subject Meet w/Pam Allyn
Location U.S. Department of Education - Jason's Office 3W315
Show Time As Busy

Purpose: To meet with Pam Allyn, Founder of LITWORLD.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Pam Allyn <pamallyn@litworld.org>	Required

AMERICAN OVERSIGHT

	Paige Heimark <paige.heimark@litlifepd.com>	Required

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 1:30 PM – 1:45 PM
Subject Meet w/members of the American Association of School Librarians
Location US Department of Education - Jason's Office 3W315
Show Time As Busy

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Michael Johnston (453-5660) and I will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lindsay Fryer <LFryer@pennhillgroup.com>	Required

Time 1:45 PM – 2:00 PM
Subject Meet w/Ann Abajian
Location U.S. Department of Education. 400 Maryland Ave, SW. - Jason's Office - 3W315
Attachments Hon. Ron Packard meeting request on behalf of Learn4Life.pdf
Show Time As Busy

Purpose: To meet with Ann Abagian, Director of Corporate Public Relations for Learn4Life, and Don Polese, Senior Partner, Vectis Strategies.

Event Request (former Congressman Ron Packard):

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Don Polese <dpolese@vectisstrategies.com>	Required

AMERICAN OVERSIGHT

Time	2:30 PM – 3:00 PM
Subject	Office Time
Show Time As	Busy
Categories	Yellow Category

Time	2:30 PM – 3:30 PM
Subject	Hearing Prep Briefing
Location	Secretary's Conference Room
Attachments	Ops and Research Final 4_28_2017 1045am.pptx
Show Time As	Tentative

2:30 p.m. HEARING PREP BRIEFING
Location: LBJ Department of Education Building
Room: Secretary's Conference Room
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Ebony Lee
Cell: 202-230-4665
Staff: Josh Venable
Ebony Lee
Kathleen Smith
Jason Botel
Jim Manning
Nate Bailey
Gillum Ferguson
Stanley Buchesky
Matt Frendewey
Craig Stanton
Erica Navarro
Larry Kean
Denise Carter
Bob Eitel
Holly Ham
Topic: Operations Budget
Format: Hearing Prep
Press: CLOSED
Note: Please see attached briefing.

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Required
Vizzi, Daniel (USMS) <Daniel.Vizzi@usdoj.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required

AMERICAN OVERSIGHT

Kean, Larry <Larry.Kean@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Optional

Time 3:00 PM – 3:30 PM
Subject Confirmed - Transportation
Show Time As Busy
Driver – Charles: 202-308-1647

Time 3:30 PM – 4:00 PM
Subject School Choice Policy Forum
Location The St. Regis Hotel - 923 16th St NW, Washington DC 20006
Attachments Jason Botel_Invitation_School_Choice_4.25.17 FINAL.PDF
ECS_CCSSO School Choice Forum 4.25.17 DRAFT.PDF
Event Request Form(1).docx
05-02-17 ECS School Choice Policy Forum.docx
05022017 ECS_CSSO School Choice panel_v3.docx
05022017 ECS_CCSSO School Choice Backgrounder_v2.doc
Show Time As Busy
Purpose: To participate in a Q and A session facilitated by Chris Minnich, Executive Director, Council of Chief State School Officers.

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Materials:

Briefing Memo:

School Choice Panel:

School Choice Backgrounder:

Event Request Form:
Jason Botel_Invitation_School_Choice_4.25.17 FINAL.PDF
Invitation to Jason (Official):
objattph://"
Agenda (DRAFT):
objattph://"

Categories Purple Category

Time 4:00 PM – 4:30 PM
Subject Confirmed - Transportation
Show Time As Busy
Driver – Charles: 202-308-1647

Time 4:30 PM – 4:45 PM
Subject Phone Call to Chief State School Officer - Georgia
Location Richard Woods to Call Jason
Show Time As Busy
Superintendent of Education Richard Woods

Background:
Richard Woods was born in Pensacola, Florida and while growing up in a military family, lived in California, Hawaii and Virginia before moving to Georgia. He graduated from Fitzgerald High School, and went on to receive a Bachelor's Degree from Kennesaw State University and a Master's Degree from Valdosta State University.
Woods has over 22 years of pre-k through 12th grade experience in public education. Woods was a high school teacher for 14 years, serving as department chair and teacher mentor. During his tenure, he was also selected as Teacher of the Year. For eight years Woods served in various administrative roles such as assistant principal, principal, curriculum director, testing coordinator, pre-k director, and alternative school director.
Woods also brings a business background to the superintendent's position, having been a purchasing agent for a national/multi-national laser company and a former small business owner.

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Talking Points:
State Chief ESSA State Plan Bullet Points
Richard Woods
State Superintendent of Schools
Assumed Office: 1/12/2015
Elected by Popular Vote Submitting in Sept. · Georgia worked with the State Support Network (SSN) on developing its needs assessment and is now working with the SSN on strategies for school improvement.
· About a year ago, there were significant staff departures in the Georgia Department of Education's Title I program office. New staff is still working to develop its capacity.
· The State has been trying to establish a process for taking over low-performing schools.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 4:45 PM – 5:00 PM
Subject Phone Call to Chief State Schools Officer - Hawaii
Location Kathryn Matayoshi Will Call Jason
Show Time As Busy

Superintendent Kathryn Matayoshi

Background:
Kathryn Matayoshi was named superintendent effective Sept. 13, 2010. Prior to her appointment, she served as acting and interim superintendent (January 2010) and Deputy Superintendent (July 2009). Matayoshi's expertise in public policy and strategic planning has been integral to transforming and streamlining the Department's systems and operations. Matayoshi, an attorney, came to the Department following a successful career in the private, government and nonprofit sectors — executive director, Hawaii Business Roundtable (2007-2009); president and chief executive officer, Community Links Hawaii (2006-2007); strategic planning consultant (2005-2007); chief of staff, City and County of Honolulu Board of Water Supply (2002-2005); and director, state Department of Commerce and Consumer Affairs (1995-2002). She also held positions at Hawaiian Electric Company, Inc. (1988-1995), Goodsill Anderson Quinn & Stifel (1983-1988), and served as a law clerk for U.S. District Court Judge Samuel P. King (1982-1983). A Hilo High alumna, Matayoshi holds a juris doctor degree from the University of California, Hastings College of the Law, and a bachelor's degree from Carleton College.

Talking Points:
State Chief ESSA State Plan Bullet Points
Kathryn Matayoshi

AMERICAN OVERSIGHT

Superintendent of Education
Assumed Office: 9/13/2010
Appointed by State Board of Education Submitting in Sept. Prior to the Superintendent's official appointment, she served as acting and interim superintendent from January 8, 2010. The board reappointed her in June 2014 upon the expiration of her first-term contract. Her new contract will end in July 2017.
Hawaii Department of Education has a Hawaiian Language State Assessment. This is a statewide effort to revive the Native Hawaiian Language. The Hawaii Department of Education developed the HLIP curriculum and the aligned Hawaiian language version of the reading/language arts and mathematics assessments in conjunction with the University of Hawaii. Fourteen schools across the State participated in HLIP.
Hawaii received a grant to disaggregate data pertaining to Asian American Pacific Islanders. The U.S. Department of Education announced in November 2016 that they will award $836,000 in grants to Minnesota, Washington State and Hawaii to improve data collection of Asian American Pacific Islander students and to help identify effective practices to close achievement and opportunity gaps through data analysis.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Wednesday, May 03, 2017

Time 9:00 AM – 9:30 AM
Subject Meet with Taronda OGC/Ethics
Location Jason's Office (3W315)
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Wallace, Taronda <Taronda.Wallace@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Meet w/Evan Stone
Location Starbucks - 550 C St. SW 20024
Show Time As Busy

Purpose: To meet with Evan Stone, Co-Founder and Co-Chief Executive Officer, E4E

Categories Purple Category

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Cara Fullerton <cfullerton@e4e.org>	Required

Time 10:00 AM – 10:30 AM
Subject Meeting Don Graham/Graham Holdings
Location 400 Maryland Ave, SW, Wash DC 20202 - Jason's Office 3W315
Show Time As Busy

4/21 Update: Date and Location have been updated. Upon arrival/clearing security, please have the Front Desk call Michael Johnston 202-453-5660. I will come down to escort you up to Jason's Office.

POC:
Noelle Buttarazzi
Assistant to:
Donald E. Graham, Chairman
Timothy O'Shaughnessy, CEO

1300 N. 17th Street
Suite 1700
Arlington, VA 22209
HYPERLINK "tel:(703)%20345-6332"703-345-6332 / HYPERLINK "mailto:noelle@ghco.com"noelle@ghco.com

Background:
>>> -----Original Message-----
>>> From: Donald Graham [mailto: HYPERLINK "mailto:don@ghco.com"don@ghco.com]
>>> Sent: Saturday, April 08, 2017 11:14 AM
>>> To: Botel, Jason
>>> Cc: Noelle Buttarazzi
>>> Subject: From Don Graham
>>>
>>> Dear Jason,
>>>
>>> I am Don Graham, once publisher of The Washington Post, now running a bunch of scholarship programs and a KIPP DC board member (I'm also chairman of the company that owns Kaplan).
>>>
>>> On the 26th of April, I am hosting a dinner at 7 pm at my house, 2028 Hillyer Place NW, in honor of Dr. Sandy Husk, the head of Avid, the college-prep program. I hadn't known much about Avid but my Washington Post friend Jay Mathews, the historian of KIPP, has just published a book about them and after reading the book, I am sold. I hope Susan Schaeffler or Allison Fansler will be joining as well as other D.C. educators. Any chance you can come? Your spouse is welcome too.
>>>

AMERICAN OVERSIGHT

>>> Don

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
don@ghco.com <don@ghco.com>	Required

Time 1:00 PM – 1:30 PM
Subject Confirmed - Transportation
Show Time As Out of Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject National Urban League Policy Conference
Location Westin Georgetown. 2350 M Street, NW
Attachments historical-perspective-nul-draft.docx
national-urban-league-draft_klw comments jw.docx
NUL Event Brief 5-3-17 (JB) (2).docx
Show Time As Out of Office
Materials:

Briefing Memo:

DRAFT:

Talking Points DRAFT:

From Meredith:
Happy Friday. I'm attaching the draft of the National Urban League remarks for your review and edits. Sorry for the length of this email, but two important points:
As you'll see, the deep and important history that you shared during our meeting greatly shrunk throughout the editing process. This was largely in the interest of time, since we only have ten minutes and the message we want to deliver is pretty nuanced. I wasn't sure we'd have the time and space these historical points needed and deserved. (Alone, they'd originally stood comprised about three minutes of remarks.)

Plus, Kim mentioned that there might be other themes (point #2 will delve into this a bit more deeply) that might be most useful in this audience, and in this context.

However, I do have a several-paragraphs-long version of the historical background saved in the supplementary document, attached here,

AMERICAN OVERSIGHT

should you want to expand that section again. This language was left on the cutting room floor of a once-3,000-word speech. (It now stands at about 1,700.)

I know that this additional context can and will be useful for other remarks, if it doesn't make its way back into this speech.
There's a somewhat new balance of rhetoric and policy in here – you can determine if it suits your needs. Kim rightly pointed out that my original draft wasn't responsive enough to the National Urban League's request for some information about the new law – including more on state plans, accountability, etc. We actually got some specific asks from NUL around ESSA, and I'm not sure we want to seem like we're avoiding them entirely.

So, I asked Kim about the most important things that folks in the room will want to know, and those top-ticket items are reflected here. I (hopefully)didn't throw us into wonky territory, or get too far away from what you wanted to do here. Still, about 77% of this speech is rhetorical, and 23% is policy. (Of course I did the math. J)

Again, I trimmed some of the loftier original language to make room for the policy, so we can add that language back in if that's more appropriate. Let me know if you'd like to tweak/subtract, or if you'd like me to research, or create new content. Very happy to do so!

Let's do it!

Sent from my iPhone

On Apr 13, 2017, at 12:13 PM, Stratman, Karen < HYPERLINK "mailto:Karen.Stratman@ed.gov" Karen.Stratman@ed.gov> wrote:
Jason:

My apologies for so many emails to you today, but I'm catching up from being out… You'll recall that the Secretary was unable to accept the Nat'l Urban League's invitation to speak at their Leg Conference on May 3rd. Today, their leaders told Kim Watkins-Foote (ED's liaison to advocacy orgs like NUL, who works with me here in OCO) that they'd like you to surrogate, so I'm sending you this to gauge your interest. Kim can work with them to get the Event Request Form filled out, should you want to accept, and, she has a solid working relationship with them, and could get you what you need in preparation for the speech.

Looping both Kim and Debbie for awareness.

Thanks,
Karen

From: Susie Saavedra [mailto:ssaavedra@nul.org]

AMERICAN OVERSIGHT

Sent: Friday, March 31, 2017 2:37 PM
To: DeVos, Betsy
Cc: Stratman, Karen; Watkins-Foote, Kimberly; Brandon Lewis
Subject: FROM MARC MORIAL: Invitation to National Urban League Policy Conference

Dear Secretary DeVos:

As President and CEO of the National Urban League, and on behalf of its 88 affiliates in 36 states and the District of Columbia, it is my honor to invite you to address our Urban League Affiliate Presidents and CEOs during the National Urban League 2017 State of Black America Empowerment Summit and 14th Annual Legislative Policy Conference, Education Policy and Advocacy Session, on Wednesday, May 3rd from 1:30pm-2:30pm at the Westin Georgetown.

The National Urban League has been dedicated to advancing civil rights and economic empowerment opportunities for African Americans and other underserved communities for more than 100 years. Through our network of affiliates, we provide programs and services to two million people annually. Each year, the Urban League Movement travels to Washington, DC to advocate for legislation and policies that impact the lives of the people we serve. The Education Policy and Advocacy Session will include approximately 60 of our affiliate Presidents and CEOs who specialize in education programs including STEM-focused extended day learning, family and community engagement, mentoring, exposure to college and careers, and advocacy.

This fireside chat offers you the opportunity to converse with our Urban League Affiliate Presidents about your vision and plans for the Department, particularly regarding implementation of the Every Student Succeeds Act. This session will also offer you the opportunity to learn about the Urban League's priorities for ensuring educational equity for vulnerable students, including students of color, low-income students, students with disabilities, and English learners. This will be an open discussion during which Q&A is expected. Please note that the session will be closed to the press and only our official conference photographer will be allowed to capture the meeting.

We look forward to working with you as we jointly seek to advance equity and excellence in education, so that every child graduates school ready for college, work, and life.

Please contact Susie Saavedra, Senior Director for Policy and Legislative Affairs, in our Washington Bureau at HYPERLINK "mailto:ssaavedra@nul.org" ssaavedra@nul.org regarding your participation.

WHAT: National Urban League 14th Annual Legislative Policy Conference
WHEN: Wednesday, May 3, 2017

AMERICAN OVERSIGHT

TIME: 1:30pm – 2:30pm
LOCATION: Westin Georgetown – Scott Room

Sincerely,

<image002.png>
Marc H. Morial
President and CEO
National Urban League

<National Urban League LPC Invitation to Secretary DeVos FINAL.pdf>

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Confirmed - Transportation
Show Time As Out of Office

Driver – Chris 202-713-6696

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Discussion on EIR Regulations
Location Jason's Office 3W315
Show Time As Busy

4/14 Update: Change in Office – New Location 3W315

Please let me know if this works for your schedule.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Anderson, Margo <Margo.Anderson@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Meet w/Melina Uncapher
Location Jason's Office - 3W315
Show Time As Busy

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue,

AMERICAN OVERSIGHT

orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Uncapher, Melina <Melina.Uncapher@ucsf.edu>	Required

Time 4:00 PM – 4:15 PM
Subject Drop by: Meeting with Association of California School Administrators
Location Secretary's Conference Room
Show Time As Busy

4:00 p.m. DROP BY: MEETING WITH THE ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
Location: LBJ Education Headquarters
Room: Secretary's Conference Room
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Sarah Delahunty
Cell: 202-480-1542
Attendees:
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Vizzi, Daniel (USMS) <Daniel.Vizzi@usdoj.gov>	Required
'brandon.vanbuskirk@usdoj.gov' <brandon.vanbuskirk@usdoj.gov>	Required
Wood, Paul <Paul.Wood@ed.gov>	Required
Hoover, Joshua <Joshua.Hoover@ed.gov>	Required
ED.Studio <ED.Studio@ed.gov>	Required

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov> Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 4:30 PM – 4:45 PM
Subject Background Information - DC
Show Time As Busy

Background:
Hanseul Kang became DC's state superintendent of education in March 2015. She previously served as chief of staff for the state of Tennessee's Department of Education. A seasoned leader and former high school teacher, she reorganized and restructured the department to reflect strategic priorities, and created a more streamlined budget process that allowed for improved personnel decision-making and better use of resources. Kang was part of the team that implemented policies and offered support to districts and schools that resulted in Tennessee becoming one of the fastest improving states in the nation in student achievement outcomes. Prior to joining Tennessee's education department, Kang worked for Teach For America, where she was a managing director of program for the organization's regional office in the District. She led a team of program directors supporting middle and high school teachers in schools across the District and Prince George's County. Kang holds a Bachelor's Degree in international politics from Georgetown University and a J.D. from Harvard Law School, and was a Jack Kent Cooke Foundation Graduate Scholar. She is a member of Chiefs for Change and serves on the Governing Board of the Partnership for Assessment of Readiness for College and Careers (PARCC)

Talking Points:

State Chief ESSA State Plan Bullet Points
Hanseul Kang
State Superintendent of Education
Assumed Office: 3/23/2015
Appointed by the Mayor of DC Submitted on 4/3, but was not complete. State received completeness check email on 4/10. Awaiting resubmission Prior to her appointment as State Superintendent, Hanseul Kang served as chief of staff for the state of Tennessee's Department of Education.
In her role in Tennessee, she reorganized the Department to reflect strategic priorities, created a streamlined budget process and improved personnel-decision making.
She is working to make strategic improvements in DC similar to those she made in Tennessee.
Hanseul serves on the governing board of the PARCC assessments.

AMERICAN OVERSIGHT

Categories Purple Category

Time 4:30 PM – 4:45 PM
Subject Phone Call to Chief State School Officer - D.C.
Location Jason will Call Hanseul Kang - 202-355-8088
Show Time As Busy

State Superintendent of Education Hanseul Kang

Just in case: 202-724-7739 (desk)

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
hanseul.kang@dc.gov <hanseul.kang@dc.gov>	Required
Hayes, Maisha (OSSE) <maisha.hayes@dc.gov>	Required

Time 4:45 PM – 5:00 PM
Subject Phone Call to Chief State School Officer - Iowa
Location Jason will Call Ryan Wise - 515-281-3310
Show Time As Busy

Director of Education Ryan Wise

Background:
Great teachers inspired Wise to switch his career path to education during college, and their significant impact on students has shaped his work in education leadership at the district, state, national and international levels. This work includes leading the development of Gov. Branstad's signature education reform initiative, the Iowa Teacher Leadership and Compensation System.
Wise's belief that all students can achieve at high levels took root two decades ago, when the South Dakota native was a young history teacher in a high-poverty, low-performing high school in Mississippi. Wise taught in rural and urban schools in Mississippi and Nebraska before moving to his home state to launch and lead Teach for America on the Rosebud and Pine Ridge Reservations.
Wise also worked to eliminate educational inequity around the world as one of the pioneering staff members of Teach for All, a global network of entrepreneurs.
He came to Iowa in 2012 to facilitate a state task force whose work laid the foundation for the Iowa Teacher Leadership and Compensation System, which was adopted by the Iowa Legislature in 2013. That work formed the basis for his doctoral capstone, as well as his role with the Iowa Department of Education. As deputy director, Wise managed the development and delivery of the teacher leadership system, which is the most ambitious in the nation.
Wise also oversaw policy, communications and a statewide expansion of Iowa Learning Online, a state-run program that provides high-quality classes taught by Iowa-licensed teachers. He built important

AMERICAN OVERSIGHT

relationships statewide as the primary liaison to the State Board of Education, as a board member of the Iowa High School Athletic Association, as a member of the Governor's Commission on National Service, and as a member of Collaborating for Iowa's Kids, a joint effort by the Iowa Department of Education, the area education agencies, and school districts to scale up evidence-based practices across the state.
Wise earned a doctorate in education leadership from the Harvard Graduate School of Education, a master's degree in public administration from the University of Nebraska at Omaha, and a bachelor's degree in history from Creighton University.

Talking Points:
State Chief ESSA State Plan Bullet Points
Ryan Wise
Director of Education
Assumed office: 7/1/15
Appointed by Governor Submitting in Sept. Prior to assuming the role of the Director of Education, Ryan Wise served as a Deputy Director at the Iowa Department of Education where he led the implementation of Iowa's Teacher Leadership and Compensation System.
Iowa is transitioning to a new assessment. If the Smarter Balanced Assessment rules stay in place and are unchanged by the Legislature, Iowa would administer SBAC in the Spring of the 2017-2018 school year. In the event that Next Generation Iowa Tests are selected by the legislature, Iowa has proposed to award a contract August 2017 and submit documentation for peer review during the Fall of 2017.

Categories Purple Category

Thursday, May 04, 2017

Time 9:00 AM – 10:00 AM
Subject Senior Leadership Meeting
Location Jason's Office (3W315)
Show Time As Busy

*This meeting scheduled in lieu of the cancelled (Monday 5/1/17) meeting.
OESE Assistant Secretary's Conference Line: Call-in: 866-715-4835 / Participant: 3964935 / Leader: 3080696

Senior Leadership Meeting
Mondays from 9:30 AM -10:30 AM

Debrief – Week in Review

AMERICAN OVERSIGHT

ESSA Update
Program Office / Initiative Update
Operations Update
Look Ahead
GAO Status Update (first meeting of the month)

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 12:30 PM
Subject Policy Committee Mtg
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

Hello Everyone,

It's the official return of the policy committee! We are kicking off the inaugural meeting on Thursday. These meetings will occur bi-weekly on Thursday for up to 90 minutes. Please do not forward this invitation. If you are unable to attend and would like to nominate a surrogate, please email me directly.

General Format:

30 Minutes – Policy Idea Discussion
30 Minutes – Policy Decisions
30 Minutes (if needed) – Fire Drills (last minute, unexpected issues that are time sensitive)

Discussion and Decision items need to be submitted 48 hours in advance. That means no later than EOD on Tuesdays before the Thursday meeting. Those should be sent to me with a CC to Martha Davis. If you have any questions or concerns, please feel free to reach out. Thanks!

See you all Thursday!

ebony

Attendees	Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Patrick, Kelly <Kelly.Patrick@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional

Time 12:30 PM – 12:45 PM
Subject Phone Call to Chief State Schools Officer - Illinois
Location Tony Smith Will Call Jason
Show Time As Busy

Superintendent of Education Tony Smith

AMERICAN OVERSIGHT

Just in case: Tom can be reached at (312) 590-2682

Background:

Dr. Tony Smith was appointed by the State Board of Education effective May 1, 2015.
Prior to his arrival at the Illinois State Board of Education, Dr. Smith was the executive director of the W. Clement & Jessie V. Stone Foundation, which annually awards more than $5 million in grants that support children's development and education. Before joining the Stone Foundation, Dr. Smith led the Oakland Unified School District in California, where he helped improve academic outcomes, district finances, family engagement and organizational coherence during his four-year tenure.
Dr. Smith has served in a wide range of leadership roles, primarily in his native state of California. Prior to being superintendent in Oakland, Dr. Smith served as Deputy Superintendent for the San Francisco Unified School District, where he led efforts to close the achievement gap. He also served as Superintendent of the Emery Unified School District. He previously led the Math, Science and Technology Initiative at the Emeryville Citywide Initiative. He oversaw several major programs at the former Bay Area Coalition for Equitable Schools, now known as the National Equity Project.
Dr. Smith earned his bachelor's degree in English in 1992 from the University of California, Berkeley, where he was captain of the football team. He went on to earn his master's and doctorate degrees in the Division of Language, Literacy and Culture from Cal's Graduate School of Education.
Talking Points:
State Chief ESSA State Plan Bullet Points
Tony Smith
State Superintendent of Public Instruction
Assumed office:
5/1/2015
Appointed by State Board of Education Submitted 4/3, but not complete. Awaiting resubmission. Prior to assuming office as State Superintendent of Public Instruction, Tony served as the Executive Director of the Clement and Jessie V. Stone Foundation and as the Superintendent of Oakland Public Schools.
In November 2016, Tony was elected to serve a three-year term on the Council of Chief State School Officers (CCSSO) Board of Directors.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

AMERICAN OVERSIGHT

Time 1:30 PM – 2:00 PM
Subject Meeting Neerav Kingsland/Relinquishment
Location 400 Maryland Ave, SW, Washington, DC Jason's Office 3W315
Show Time As Busy

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
(b)(6)	Required

Time 2:00 PM – 3:00 PM
Subject Regulatory Review Task Force Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

Colleagues:
Please keep this weekly meeting as a placeholder time for the Regulatory Review Task Force that will be announced today (either Joe or I has reached out to each of you). Elizabeth and I greatly look forward to working with you on this project.
Thanks,
Bob

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required

AMERICAN OVERSIGHT

Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
Kossack, Andrew <Andrew.Kossack@ed.gov>	Optional
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Malawer, Hilary <Hilary.Malawer@ed.gov>	Optional
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Optional
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
Axt, Kathy <Kathy.Axt@ed.gov>	Optional
Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
McLarnon, Gail <Gail.McLarnon@ed.gov>	Optional
Lahey, Alisa <Alisa.Lahey@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject Diversity and Inclusion Council Follow Up Discussion
Location WDCFB6-2W240-20 (Managed)

AMERICAN OVERSIGHT

Attachments Diversity and Inclusion Council-March 23 2017 and April 6 2017-notes-FINAL.pdf

Show Time As Tentative

Adding Conference Call Information:

(b)(6)

Dear Colleagues:

We look forward to continuing our D&I Council transformation discussion with everyone later today. Attached, is a copy of the notes from our recent discussions. Highlighted below are the questions we will address this afternoon.

Thank you for your continued support of this important initiative.

Denise

What decisions should be made at the Council level, versus being elevated to senior
Leadership?
How do you distribute Council information across to your PO?
How do we build in accountability from the Council?
How do we develop buy-in from Leadership at all levels?
How can we as a Council develop and sponsor events with the support of stakeholders?
Final review of Council Charter.

Attendees

Name <E-mail>	Attendance
ED_Diversity_and_Inclusion_Council <ED_Diversity_and_Inclusion_Council@ed.gov>	Organizer
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Required
Minami, Kristine <Kristine.Minami@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Battle, Sandra <Sandra.Battle@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required

AMERICAN OVERSIGHT

Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Runcie, James <James.Runcie@ed.gov>	Required
Stapleton, Katina <KATINA.STAPLETON@ed.gov>	Required
Drayton, Crystal <Crystal.Drayton@ed.gov>	Required
Lessard, Ron <Ron.Lessard@ed.gov>	Required
Sharpe, Jesse <Jesse.Sharpe@ed.gov>	Required
Cooper, Countess Clarke <Countess.Cooper@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Scarbrough, Marvida <Marvida.Scarbrough@ed.gov>	Required
Porter, Mary (Contractor) <Mary.Porter@ed.gov>	Required
Stanard, Stephanie V <Stephanie.V.Stanard@ed.gov>	Required
Finston, Jacqueline <Jacqueline.Finston@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Tuia, Justis <Justis.Tuia@ed.gov>	Required
Jones, Gary <Gary.Jones@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Chew, Michael <Michael.Chew@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Thierry, Lisa <Lisa.Thierry@ed.gov>	Required
Winston, Melanie <Melanie.Winston@ed.gov>	Required

AMERICAN OVERSIGHT

Washington, Gwendolyn (OM) <Gwendolyn.Washington@ed.gov>	Required
Crawford, Ray <Ray.Crawford@ed.gov>	Required
Suarez, Debra <Debra.Suarez@ed.gov>	Required
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Required
Cook, Karolyn <Karolyn.Cook@ed.gov>	Required
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required
Poirier, Kylie <Kylie.Poirier@ed.gov>	Required
Quezada, Athena <Athena.Quezada@ed.gov>	Required
Smith, Richard <Richard.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Pepin, Andrew <Andrew.Pepin@ed.gov>	Required
Scannelli, Carol <Carol.Scannelli@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Young, Claudette <Claudette.Young@ed.gov>	Required
Harris, Sharon <Sharon.Harris@ed.gov>	Required
Moore, Ken <Ken.Moore@ed.gov>	Optional
Jackson, Candice <Candice.Jackson@ed.gov>	Optional
Mills, Cynthia <Cynthia.Mills@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 3:00 PM – 3:25 PM
Subject Meeting with Holly Ham
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: Meeting with Holly Hame
Date: May 4th 1PM
Location: Jason's Office
Purpose: Public Servant Appreciation Week; Questions that went to the union

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required

Time 3:30 PM – 4:30 PM
Subject Meeting with Colorado Forum
Location Training Center 1W128
Attachments 2017 List of Attendees- FINAL, 4.20.17.doc
Show Time As Busy

Name of Meeting: Meeting with Colorado Forum
Time: 3:30PM
Location: Training Center 1W128
Purpose: Members of the Colorado Forum, a 40-year-old statewide nonpartisan organization of prominent executives and business leaders who work to build consensus around good public policy for our communities and state. Education policy (both K-12 and higher education)
List of Attendees:

Original Invitation:
From: Dianna May < HYPERLINK "mailto:diannamay@coloradoforum.com" diannamay@coloradoforum.com>
Date: April 4, 2017 at 12:47:55 PM EDT
To: " HYPERLINK "mailto:jason.botel@ed.gov" jason.botel@ed.gov" < HYPERLINK "mailto:jason.botel@ed.gov" jason.botel@ed.gov>
Subject: Colorado Forum - invitation
Hello Jason,

I am writing to you on behalf of the members of the Colorado Forum, a 40-year-old statewide nonpartisan organization of prominent executives and business leaders who work to build consensus around good public policy for our communities and state. Education policy (both K-12 and higher education) and reform has been a top priority on our agenda since our inception. For example, Forum members supported – with one hundred percent consensus – use of Common Core, known here as the Colorado Academic Standards. The Forum

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helped create the Denver Preschool Program some years ago and has been a vigorous supporter of charter schools. In fact, several Forum members help found the Denver School of Science and Technology system, a public charter STEM network that has been extremely successful and remain on the Board today. Several of our members are also deeply involved in Teach for America.

Every year, approximately 35 members of the Forum travel to Washington to meet with Federal policymakers. We meet regularly with Cabinet secretaries, other administration officials, journalists, analysts, and diplomats. This year, we would love the opportunity to sit down with you for an informal, off-the-record conversation about the administration's educational priorities and how we can be helpful as "boots on the ground" in implementing ideas and policies.

This is a well-informed, thoughtful, well-respected group of Colorado business leaders, deeply committed to finding solutions to these complex issues and known for its ability to get things done.

We will be in Washington from Wednesday, May 3 – Friday, May 5. We still have some flexibility in our schedule but I will take the liberty of suggesting a dinner meeting on May 3 (Restaurant Nora) or a meeting at ED on the afternoon of Thursday, May 4.

You can read more about the Forum and our membership at HYPERLINK "http://www.coloradoforum.com" www.coloradoforum.com. Thank you for your consideration and we look forward to hearing back, hopefully with a favorable reply.

Warm regards,

Dianna May

Dianna May
Policy Director
Colorado Forum
511 16th Street, Suite 210
Denver, CO 80202
303.825.1211 (office)
(b)(6)

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Optional

AMERICAN OVERSIGHT

Friday, May 05, 2017

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 10:30 AM – 11:00 AM
Subject Catchup
Location Bob's Office
Show Time As Busy

Can you get together this early?

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 11:00 AM – 12:00 PM
Subject Camden charters
Location WDCFB6-7C100
Show Time As Busy

Per Ebony's request, please attend this meeting to work through an issue with charter school grants in Camden, NJ. As background:

Camden Charter School Network is a partnership between KIPP, Uncommon Schools and Mastery that emerged after New Jersey enacted its Urban Hope Act;
Camden Charter School Network applied in 2014 for a federal grant under the 'CSP CMO replication' program;
Their application was unsuccessful, and ED's program staff (in consultation with OGC) determined that, per ED's non-regulatory guidance, the only geographic preference allowed for eligible applications was for conversion charters (i.e. charters that give preference to students living in the attendance zone of the traditional school when that school is converted into a charter)
ED also cited section 5210(1)(A) of ESEA, defining a charter school as a school that has a "written performance contract with the authorized public chartering agency"

The Camden Charter Network has an "operating agreement" with the district, but it had been unclear to ED staff (at the time of the program application) whether the Camden Network also had an accountability agreement with the state charter office

The goal of the meeting is to work toward a solution so that, moving forward, any non-statutory issues are addressed so that the Camden Network and others like them may become eligible for CMO grants.

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Please let me know if questions.

-Neil Ruddock

Attendees	Name <E-mail>	Attendance
	Ruddock, Neil <Neil.Ruddock@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Huh, Stefan <Stefan.Huh@ed.gov>	Required
	Grimes-Miller, Cathy <Cathy.Grimes-Miller@ed.gov>	Required
	Moat, Eddie <Eddie.Moat@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
	Sathya, Soumya <Soumya.Sathya@ed.gov>	Optional
	Meeley, Kathryn <Kathryn.Meeley@ed.gov>	Optional
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional

Time 11:45 AM – 12:30 PM
Subject Political All-Staff Meeting
Location Secretary's Conference room
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Breeding, Nathaniel <Nathaniel.Breeding@ed.gov>	Required
	Brickman, Michael <Michael.Brickman@ed.gov>	Required
	Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required

AMERICAN OVERSIGHT

Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Cox-Roush, Deborah <Deborah.Cox-Roush@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Eck, Kevin <Kevin.Eck@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Holden, Ronald <Ronald.Holden@ed.gov>	Required
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Jones, Amy <Amy.Jones@ed.gov>	Required
Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Oberlies, Michael <Michael.Oberlies@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required

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Ruddock, Neil <Neil.Ruddock@ed.gov>	Required
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Toner, Jana <Jana.Toner@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Discuss Reg Reform/Reorg.
Location Jason's Office - 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:30 PM – 1:45 PM
Subject Controls Approval Process Paperwork Check In
Location Jason's Office
Show Time As Busy
Purpose: For Carrie to provide Jason update on this week's approvals
Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Meeting Steve Sachs/SAS Michigan
Location Jason's Office - 3W315
Show Time As Busy
The U.S. Department of Education is located at 400 Maryland Ave SW,

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across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

External Attendees:
Steve Sachs
Nadja Young
Katrina Miller
Wayne Kuipers

Proposed Agenda
2:00 PM: Brief Introductions
2:05 PM: Overview of SAS Education Value-Added Assessment System (EVAAS) including current usages and functionality
2:45 PM: Discussion
2:58 PM: Conclude Meeting

SAS Attendees: Nadja Young (Senior Manager, Education Practice, SAS), Katrina Miller (Senior Industry Consultant, Education Practice, SAS), Wayne Kuipers (Manager, US Government Practice, SAS), Steve Sachs (State and Local Government Relations, SAS)

Thank you for your time. Have a great day!

Thank you,
Steve Sachs
SAS Michigan | Government Relations
(b)(6)
HYPERLINK "mailto:Steve.Sachs@SAS.com" Steve.Sachs@SAS.com

Steve Sachs
Sent: Tuesday, February 28, 2017 12:54 PM
To: 'Alvin.Manalo@ed.gov' < HYPERLINK "mailto:Alvin.Manalo@ed.gov" Alvin.Manalo@ed.gov>
Subject: Re: Follow Up regarding SAS Meeting

28 February 2017

Mr. Manalo:

Good afternoon! I hope this e-mail finds you well. Eric Ventimiglia

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passed along your contact information as the appropriate follow up contact for a scheduling request.

The SAS team is requesting to schedule a meeting with Secretary DeVos and leaders from SAS. The purpose of the meeting is to introduce Secretary DeVos to SAS and bring her up to speed on the SAS Education Value-Added Assessment System (EVAAS). A secondary purpose of the meeting would include explaining how SAS is supporting USED today.

The EVAAS thoroughly assesses district, school and teacher effectiveness, while projecting the future performance of individual students. The precise, reliable and unbiased results go far beyond other simplistic models found in the market today. EVAAS is being used statewide in thirteen states. Michigan conducted a pilot in 2013 and is currently reviewing the tool with consideration of possible statewide implementation.

SAS leadership will make itself available as the Secretary's schedule permits.

Thank you for your time. Have a great afternoon!

Thank you,
Steve Sachs
SAS Michigan | Government Relations
(b)(6)
HYPERLINK "mailto:Steve.Sachs@SAS.com" Steve.Sachs@SAS.com

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Steve Sachs <Steve.Sachs@sas.com>	Required

Time 3:00 PM – 3:30 PM
Subject Follow Up Success Academy
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: Follow Up Success Academy
When: May 5th 3PM
Where: Jason's Office
Purpose: This is follow-up from a meeting Success Academy's founder and CEO Eva Moskowitz had with the Secretary a few weeks ago. Jenn Ellis is Success Academy's head of policy and is in town this Friday and is very eager to move to next steps.

Attendees:
Jenn Ellis (Success Academy)
Christina Culver (EdNexus Advisors)
Christopher Murray (Thompson Coburn)

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Rob Goad [if available]

Follow Up Meeting Invite:

Hi Carrie! I have been communicating with Rob Goad about setting a meeting for this Friday. Rob said you could help make this happen. He said to schedule with Jason, and he will try to drop by.

This is follow-up from a meeting Success Academy's founder and CEO Eva Moskowitz had with the Secretary a few weeks ago. Jenn Ellis is Success Academy's head of policy and is in town this Friday and is very eager to move to next steps.

Could you please let me know what times work for Jason on Friday??

Thank you,
Chris Murray
HYPERLINK
"mailto:CMurray@thompsoncoburn.com"CMurray@thompsoncoburn.com

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 4:00 PM – 4:15 PM
Subject Phone Calls to Chief State School Officer - Colorado
Location Dr. Katy Anthes will Call Jason
Show Time As Busy

Commissioner of Education Dr. Katy Anthes.

Background:
Dr. Anthes has been with CDE since 2011, serving as interim Commissioner, Chief of Staff, interim Commissioner for Achievement and Strategy and Executive Director of Educator Effectiveness. In that role, she led CDE's efforts to evaluate, support and retain highly effective educators in Colorado. In addition, Dr. Anthes was responsible for rolling out the state's educator evaluation and development system, pursuant to Senate Bill 10-191. In her past position as a partner with the Third Mile Group, Anthes led and researched major education initiatives for state, district and national

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organizations on a variety of education issues and projects including; the Colorado School Leadership Academy Board, the Expanded Learning Opportunities Commission and as an evaluator for several district education programs across the state.
Anthes worked with numerous national education organizations at The Third Mile Group, such as the Council for Chief State School Officers, the National Governor's Association, The National Commission for Teaching and America's Future, American Institutes for Research, and many more. Prior to founding the Third Mile Group, she had seven years of research, policy work and leadership experience at the Education Commission of the States focusing on school and district leader effectiveness. Anthes holds a Ph.D. in public policy and a master's degree in public affairs from the University of Colorado Denver. She did her undergraduate work at the University of Oregon.
Talking Points:
State Chief ESSA State Plan Bullet Points
Kathy Anthes
Commissioner of Education
Assumed Office: 5/20/2016
Appointed by State Board of Education
Expected to receive by 5/3 · Commissioner Katy Anthes is new to her position, having become Commissioner in January 2017 (she had been Interim Commissioner for several months prior to that), but she is a long term employee of CDE and well-respected by staff. Colorado has had a great deal of recent leadership change —three different people served as Acting Commissioner in 2016, and the agency underwent a fairly extensive reorganization.
· The relationship between the SEA and the State Board of Education is occasionally contentious in Colorado.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 4:15 PM – 4:30 PM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:45 PM – 5:00 PM
Subject Phone Calls to Chief State School Officer - Alaska

AMERICAN OVERSIGHT

Location Jason Will Call Michael Johnson - 907-465-2802
Show Time As Busy

Commissioner of Education – Michael Johnson

Background:
Dr. Michael Johnson was appointed Commissioner on June 17, 2016, and began his service on July 1, 2016.
Commissioner Johnson served in the Copper River School District as superintendent, school principal, district curriculum and staff development director, elementary teacher, and special education program assistant. During his tenure as its principal, Glennallen Elementary School was named a Blue Ribbon School by the U.S. Department of Education. Dr. Johnson also is a recipient of the prestigious Milken Educator Award.
Commissioner Johnson holds a bachelor of arts degree and a master of arts in teaching degree in elementary education from Columbia International University, and a doctorate of philosophy in education and intercultural studies from the University of Alaska Fairbanks.

Talking Points:
State Chief ESSA State Plan Bullet Points
Michael Johnson
Commissioner of Education and Early Development
Assumed Office: 7/1/2016
Appointed by State Board of Education, Confirmed by Governor
Submitting in September. AK is focusing on stakeholder engagement for their ESSA State Plan.
As part of the stakeholder engagement, the State is using a variety of outreach method in order to reach communities in rural areas and typically hard to reach areas.
AK is implementing a new assessment system in 2016-2017. In 2015-2016, AK experienced an unusual technical difficulty in spring 2016 due to a severed cable that provided the infrastructure for their assessment system and; therefore, was not able to administer their language arts nor mathematics assessments. Their vendor was the University of Kansas.

Categories Purple Category

Monday, May 08, 2017

Time 8:00 AM – 8:30 AM
Subject teacher appreciation calls
Location 1w109
Show Time As Busy

Location: 1W109 in LBJ
Time: 8-5 PM EST
To sign up for calls or to nominate teachers to receive calls - email Patrick Kelly at HYPERLINK "mailto:Patrick.Kelly@ed.gov" Patrick.Kelly@ed.gov. If possible, please indicate a 30 minute time block that would work best for your schedule on the 8th....but if you don't have 30 minutes available, any amount of time would be great! Reminders will be sent out prior to the 8th to everyone that signs up.

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Time 10:30 AM – 11:00 AM
Subject Meeting Jeff Hood-Van Wert City Schools
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: Meeting Jeff Hood-Van Wert City Schools
Time: May 8th 10:30AM
Location: Jason's Office 3W315
Purpose: At the request of BDV staff to surrogate
Jeff is a PE teacher with Van Wert City Schools [BDV Accepted Invitation to visit VWCS]

NOTE: Nathan Bailey will stop by as he traveled with BDV to VWCS

Original Request Below
-----Original Message-----

From: Jeff Hood [mailto:j_hood@vwcs.net]
Sent: Sunday, April 23, 2017 1:58 PM
To: DeVos, Betsy
Subject: Thank you

Dear Secretary DeVos,

Just a quick note to thank you for accepting my invitation to visit Van Wert City Schools. It is my sincere hope that it better positions you to do the important job leading the most important department in government! I was also glad to hear that you will be spending more time in the near future with Randi. I feel like it is very important that we find common ground with all educational leaders from both sides of the aisle and from every walk of life. In the difficult moments in your work life, please remember those adorable sets of eyes staring back at you from underneath the table working on the concept upside down😎(my favorite picture from the day). One of our high school students interested in journalism had the entire day to blend into the crowd to cover our big day. She and I may have the opportunity to travel to DC to report our recent event to the AFT executive council May 8-10. Now that you and I both share a common experience. I would love to have further dialogue and see what you were able to digest from your visit to Van Wert City Schools. Please consider my request in the near future as the details of our trip to DC have not been fully established. Some people journal, I choose to make bold requests of people who have extraordinary responsibilities in government. Look forward to hearing back from your office.

Yours in Education,

Jeff Hood, (b)(6)

P.S. Express my gratitude to Ron Holden, he was great to work with and we appreciate the fact that he pushed to have you take advantage of the full day.

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Sent from my iPad

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 12:00 PM – 12:30 PM
Subject TRAVEL
Show Time As Busy

Name of Driver: Chris
Number: (b)(6)

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:30 PM – 1:30 PM
Subject NASSP Prudential Spirit Honoree Awards
Location Mellon Auditorium Washington D.C.
Attachments prudential invite.pdf
Prudential_NASSP_Awards_JB_582017.docx
06_2017 State SOC 5_4.compressed.pdf
Show Time As Busy

Name of Event: [NAASP] Prudential Spirit of Community National Honoree Awards Luncheon
Time: (Speaking Program Begins at 12:45PM)
Location: Mellon Auditorium, Washington D.C.
Purpose: Awards presentation to present America's Top 10 Youth Volunteer Awards. This year's events mark the 22nd anniversary of this program. The Prudential Spirit of Community Awards program is the United States' largest youth recognition program based exclusively on volunteer community service.

Briefing Memo:

Background for Prudential Awards:

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Original Event Form for BDV:

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject TRAVEL
Show Time As Busy

Name of Driver: Chris
Number: (b)(6)

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Pre-Meet for AASA meeting
Location Jason's Office - 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Call w/Jennifer Oribello
Location Jason's Office 3W315 / Dial info. In Invite
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Jennifer Oribello <JOribello@ourpublicservice.org>	Required

AMERICAN OVERSIGHT

	Hunter, Tina <Tina.Hunter@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Recurrence Occurs every Monday effective 5/8/2017 until 5/29/2017 from 4:00 PM to 4:30 PM
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:45 PM – 5:00 PM
Subject FOLLOW-UP Call to Chief State School Officers - Alabama
Location Jason will Call Michael Sentance - (b)(6)
Show Time As Busy
State Superintendent of Education for Alabama – Michael Sentence

*Your initial call occurred on 4/28 – YOU would like to tell him that YOU would appreciate if OESE & OSERS teams could have a call with his team to discuss at a detailed level the issues they have had with ACT Aspire and their thoughts/challenges with assessment.

Background:
He is a graduate of Georgetown University, Duquesne University School of Law, and Boston University School of Law. He has a professional background that spans a variety of positions, including but not limited to, Assistant Attorney General; Director of the Governor's Legislative Office; Undersecretary of Education; Secretary of Education; and Senior Education Advisor to the Governor – all in the Commonwealth of Massachusetts, a state that boasts one of the finest public educational systems in the country.

In addition, Mr. Sentance has served as a regional representative with the United States Department of Education in Washington D.C., representing New England, and as a consultant on education policy and improvement.

Outside of his career steeped in legislative affiliations, education policy and strategic education reform, Mr. Sentance enjoys horticultural gardening as well as reading and studying American history – particularly colonial era interests. He has said, "I'm fascinated by the people who were willing to put their lives on the line for an idea." Mr. Sentance also enjoys the writings of Ernest

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Hemingway and F. Scott Fitzgerald.

A huge sports fan, he played baseball in high school and soccer (goalie) in college. He still roots for his hometown Boston Red Sox, Celtics, and New England Patriots and continued to play softball well after his college days. Mr. Sentance and his wife, Mary Ann, have a son who works in sales for the Oracle Corporation in the U.S. and Canada, and a daughter who works with emotionally disturbed children in rural Massachusetts.

Talking Points:

State Chief ESSA State Plan Bullet Points
Michael Sentence
State Superintendent of Education
Assumed Office: 8/11/2016
Appointed by State Board Submitting in September. Alabama's new CSSO, Michael Sentence is focused on increasing math and science scores.
Alabama's Governor was recently forced to resign. The new Governor, Kay Ivey, appears to have no discernible conflicts with the SEA in regard to the State's consolidated State plan.
OIG recently audited Alabama and will be sending audit report to State. The report will include finding that the State has reported inflated graduation rates. The State counted students who earned an occupational diploma (designed for students with significant disabilities) as graduates, when they should have been counted as completers, and has not properly overseeing the awarding of credits in local school districts to ensure graduation rates are accurate.
Alabama has conditions on its Title I grant because it did not include all required information on State and local report cards dating back to SY 2013-2014. The State has satisfied reporting requirements for SYs 2013-2014 and 2014-2015 and is in the process of developing a new website to publish all required data for SY2015-2016 and beyond.

Categories Purple Category

Tuesday, May 09, 2017

Time 8:30 AM – 9:30 AM
Subject Jason - Offsite
Show Time As Busy
Categories Yellow Category

Time 9:30 AM – 10:00 AM
Subject MEET: Surplus Military Equipment
Location Jason's Office 3W315
Attachments FY16_FY17 Equipment Lists.pdf
Show Time As Busy

Name of Meeting: Surplus Military Equipment
Time: May 9th 9:30-10AM
Location: Jason's Office
Purpose: TBD

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Supporting Materials:

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required

Time 10:00 AM – 10:45 AM
Subject Follow Up Meeting NH State Assessment
Location 3w315
Show Time As Busy

NH State Assessment Follow Up Meeting

*NOTE: Patrick will identify additional staff that need to be present for the follow up meeting.

Attendees	Name <E-mail>	Attendance
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Optional
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
	Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional
	Liu, Rebecca <Rebecca.Liu@ed.gov>	Optional
	Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
	Roney, Collette <Collette.Roney@ed.gov>	Optional
	Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional

Time 10:45 AM – 11:15 AM
Subject pre-meet for Hill call
Location 6W338 - OLCA Conference room
Show Time As Tentative

Meeting Name: pre-meet for Hill Call

AMERICAN OVERSIGHT

Time: May 9th 10:45-11AM [Jason and Monique can only attend until 11AM]
Location: 6W338-OLCA Conference Room
Purpose: This is a call with Chairwoman Foxx's staffer, Brad Thomas, to provide him with an update on State Plan submissions, and answer any questions he has.

Schedules were pretty messy, but I saw this opening in Jason's schedule so wanted to try for this time for a pre-meet to discuss the 5/10 Hill call.

(b)(6)

Attendees	Name <E-mail>	Attendance
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 12:45 PM – 1:00 PM
Subject CALL w/Alex Cassanova
Location Jason will CALL Alex - (b)(6)
Show Time As Busy
Note: Alex will patch Jenese into the call.
Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Alex Cassanova, 50CAN <alex.cassanova@50can.org>	Required

Time 1:00 PM – 1:15 PM
Subject MEETING: ANEP
Location Jason's Office 3W315

AMERICAN OVERSIGHT

Show Time As Busy

Name of Meeting: MEETING: ANEP
Time: May 9th 1PM-1:15PM
Location: Jason's Office
Purpose: Walk thru grant edits Alaska Native Education Programs

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Baggett, Madeline (Madeline.Baggett@ed.gov) <Madeline.Baggett@ed.gov>	Required
Hodel, Hannah <Hannah.Hodel@ed.gov>	Required
Reed, Almita (Almita.Reed@ed.gov) <Almita.Reed@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional

Time 1:15 PM – 2:00 PM
Subject HOLD - OESE Walkabout
Location Walking OESE
Show Time As Busy

HOLD

Name of Meeting: OESE Walkabout
Time: May 9th 1:15-2PM
Location: Walking through OESE
Purpose: To thank staff

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 3:15 PM – 3:45 PM
Subject MEETING- Chat with Kevika
Location Jason's Office 3W315

AMERICAN OVERSIGHT

Attachments Visiting LBJ.pdf
Show Time As Busy

Name of Meeting: Chat with Kevika
Time: May 9th 3:15PM-3:45PM
Location: Jason's Office 3W315

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW. Once you enter the building, first pass through security and then ask the front desk to call OESE Front Desk (401-0113) I will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Kamar@kippenc.org <Kamar@kippenc.org>	Required

Time 4:00 PM – 4:30 PM
Subject Materials for Meeting with Dan Domenech
Attachments AASA_Mtg_Briefing_JB_050917.docx
Show Time As Busy

FINAL BRIEFING MATERIALS 5/8

Time 4:00 PM – 4:30 PM
Subject Meet w/Dan Domenech (AASA)
Location US Department of Education: Jason's Office - 3W315
Show Time As Busy

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Purpose: Meet with AASA Executive Director, Dan Domenech, to

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discuss opportunities for overlap and coordination, including how policies and priorities of the administration can improve education opportunities for public schools.

External Attendees:
Daniel A. Domenech – AASA Executive Director
Noelle Ellerson Ng – AASA Associate Executive Director; federally registered lobbyist

Internal Attendees:
TBD

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
nellerson@aasa.org <nellerson@aasa.org>	Required
Domenech, Daniel <ddomenech@aasa.org>	Optional
Ross, Chareese <Chareese.Ross@ed.gov>	Optional
Stratman, Karen <Karen.Stratman@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Meeting with Hanseul Kang
Location LBJ- 400 Maryland Ave, Washington DC 20202 Room 212-20
Show Time As Busy
Categories Scheduling

Attendees

Name <E-mail>	Attendance
Ham, Holly <Holly.Ham@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
hanseul.kang@dc.gov <hanseul.kang@dc.gov>	Required
Peabody, Patience (OSSE) <patience.peabody@dc.gov>	Optional

Time 4:45 PM – 5:00 PM
Subject Phone Calls to Chief State School Officers - Arizona
Location Jason will Call Diana Douglas - (b)(6)
Show Time As Busy
Superintendent of Public Instruction - Diana Douglas

Background:
Arizona State Superintendent of Public Instruction Diane Douglas has always been passionate about the American education system and has

AMERICAN OVERSIGHT

been actively involved in Arizona's education landscape for over twenty years. Her interest started first with her daughter's education and continues with the birth of her new grandson. She wants an excellent education for her own family and for all families in Arizona. Superintendent Douglas is proud to have served two terms on the Peoria Unified School District Governing Board, including two years as President of the Board. During her tenure she worked to support the district's parents and teachers in delivering an excellent education to all of its students. She has also served on the Site Councils for two Peoria Unified schools and on the Board of Education for church education programs.
As the leader of the Arizona Department of Education, Superintendent Douglas is devoted to improving education in Arizona so that all students have the opportunity to succeed in life. She plans to work directly with the state education community to accomplish this goal and looks forward to collaborating with teachers, parents, students, and administrators.
Prior to her advocacy and leadership in education issues, Superintendent Douglas graduated from Rutgers University and had a distinguished career as a financial expert for a variety of private sector firms.

Talking Points:

State Chief Status of ESSA State Plan Bullet Points
Diane Douglas
State Superintendent of Public Instruction
Assumed office: 1/5/2015
Elected by Popular Vote Expected to receive by 5/3 The State Superintendent has been actively involved in Arizona's education landscape for over 20 years starting with being involved with her daughter's education and now extending to her grandson's.
Prior to becoming State Superintendent, Diane Douglas served two terms on a local school district board including two years as president.

Categories Purple Category

Wednesday, May 10, 2017

Time 8:30 AM – 9:00 AM
Subject TQP Touching Base For 5/10-5/12
Location Jason's Office 3W315
Importance High
Show Time As Busy

Name of Meeting: TQP Touching Base For 5/10-5/12
Time: May 10th 8:30AM
Location: Jason's Office
Purpose: To touch base on logistics for TQP

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Required

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	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject Carrie / jason checkin
Location 3w315
Show Time As Busy

Please create a recurring weekly check-in time for you and me and keep it sacred
How are you finding the work? What's working for you? what's not?
what feedback do you have for me?
what kind of feedback would be helpful to you?
set up call with Marsha Reeves
Charlie Doolittle
what else?

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject ESSA Guidance
Location Jason's Office - 3W315
Attachments OESE Non-Regulatory Guidance Chart for 5 4 meeting.docx
Show Time As Busy

Purpose: To discuss next steps for ESSA Guidance.

Materials:

OESE Non-Regulatory Guidance Chart

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required

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	Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional
	Siry, Melissa <Melissa.Siry@ed.gov>	Optional
	McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional

Time 10:30 AM – 11:30 AM
Subject MEET- OESE Front Office Family
Location Jason's Office 3W315
Show Time As Busy

Name of Meeting: OESE Front Office Family
Time: May 10th 10:30AM-11:30AM
Location: Jason's Office
Purpose: To learn how we grow together and create an even better workflow.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject SAF In-person Interviews
Location 3W315 (Jason's office)
Attachments SAF Interviews Jason B.051017.docx
Resume Omar_Hakim.pdf
William Kappenhagen resume January 2017.pdf
Resume Orr.pdf
resumeljs.pdf
Show Time As Busy

Resume Orr.pdf Resume Omar_Hakim.pdf objattph://" objattph://" objattph://"

Attendees

Name <E-mail>	Attendance
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Organizer
Barney, Amanda <Amanda.Barney@ed.gov>	Required

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject CONFIRMED call with the Hill
Location 6W338
Show Time As Busy

Please join me in the OLCA Conference room 6W338

(b)(6)

Attendees

Name <E-mail>	Attendance
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Principals at ED Executive Memo
Location Jason's Office - 3W315
Show Time As Busy

Purpose: Follow up on the Principals at ED Executive Memo with Jean-Paul Cadet.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required
Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Optional

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Stratman, Karen <Karen.Stratman@ed.gov>	Optional
McKnight, Monifa B <Monifa_B_McKnight@mcpsmd.org>	Optional
'Dana Nerenberg' <dana.nerenberg@mail.com>	Optional

Time 1:30 PM – 3:00 PM
Subject OESE Town Hall
Location LBJ Barnard Auditorium
Show Time As Busy

Dear Colleagues,

Happy Public Service Recognition Week!

We want to thank you for all that you and every OESE employee contributes to our work. Our work definitely matters to the ongoing support and success of the education system in our nation. We also want to salute our colleagues in OESE who have been a part of that system, and who merit our admiration during this Teacher Appreciation Week as well. Please join us in the Barnard Auditorium for a special presentation to highlight our colleagues who were teachers or worked in schools, at some point prior to their time at Education. We will also have "a little something" to celebrate all of this—and hopefully put a smile on your face! We will also have the first of four town hall meetings to talk about the impact and opportunity for OESE to be a part of discussions related to the President's Executive Order to consider reorganizing and reshaping our programs and our work. We have a lot to accomplish—so please be there and don't miss out. We will capture this meeting by both Mediasite and EDStream, for those who are teleworking, or otherwise unable to attend in person. See you soon!

LOGISTICS AND REMINDERS:
Remote Viewing. Staff can view the meeting remotely with live captioning through
Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default), and
EDstream (http://edstream.ed.gov/webcast/Play/d2768f31a3de45bcace1496ebf41d54e1d).

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"

AMERICAN OVERSIGHT

lori.ahmady@ed.gov.

Future Meeting Dates. For planning purposes, tentative dates for future OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

We look forward to seeing everyone there!

****

From: Botel, Jason
Sent: Tuesday, May 09, 2017 1:21 PM
To: OESE All Users
Subject: OESE Community News

Dear OESE Team,

Greetings and Happy Public Service Recognition Week! Thank you for all that you do to serve our country!

In the context of the change in administration, the rollout of ESSA, the President's March 13 HYPERLINK "https://www.whitehouse.gov/the-press-office/2017/03/13/presidential-executive-order-comprehensive-plan-reorganizing-executive"Executive Order 13781 ("Comprehensive Plan for Reorganizing the Executive Branch") and HYPERLINK "https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/memoranda/2017/M-17-22.pdf"OMB Memorandum M-17-22, all of us at ED have the opportunity to take a step back, reflect on our mission and our role, and work together to develop ideas regarding how to make our POCs as effective and efficient as possible.

To that end, we at OESE will hold a series of "Town Hall" meetings to brainstorm creatively and solicit and then synthesize into themes and sets of salient recommendations your ideas about our work. The first Town Hall will take place this coming Wednesday, May 10th. The purpose of the meeting is to begin the process to gather input from all OESE staff about how best to structure our office to achieve our mission. Working together and drawing on past experience with organizational assessments, we can use our subject-matter expertise to develop recommendations about organizational structures and policies to help strengthen OESE's and the Department's performance and results.

OESE leaders have been meeting and developing a vision for making this process as inclusive as possible. We also asked that your Program Directors include discussions about the core and essential functions of your program during your upcoming regular staff meetings. Here is a brief schedule and outline of the planned "Town Hall" meetings over the next several weeks:

FORUM DATE AUDIENCE PURPOSE
Town Hall #1 – Broadcast

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LBJ Auditorium 5/10/17
1:30 pm –
3:00 pm All OESE Staff OESE leaders will share the rationale, goals and next steps for this process.
Town Hall #2 – Brainstorm
LBJ Auditorium 5/18/17

11:00 am –
12:30 pm All OESE Staff Facilitators will guide staff in brainstorming around a set of questions and exercises, meant to elicit ideas, innovation and creativity about the work.
Town Hall #3 – Synthesis
LBJ Auditorium 5/24/17

10:00 am –
11:30 am All OESE Staff Facilitators will guide staff in exercises to synthesize and prioritize ideas gleaned through TH #2.
Town Hall #4 - Preview
LBJ Auditorium 5/31/17

1:30 pm –
3:00 pm All OESE Staff Facilitated focus groups will present subset of prioritized recommendations for further consideration.
Like It! – All Employee Review
LBJ Auditorium 6/1/17 All OESE Staff Opportunity for Staff to "like" those recommendations that they believe are strongest to support the overall ED plan.

We want your input. We will use your feedback from the individual staff meetings and the OESE "Town Hall" meetings. The Department has provided advanced notice to the Union about the OESE "Town Hall" meetings that includes employees who are in the bargaining unit.
We encourage you to provide your input, whether in the OESE "Town Hall" meetings, at your program staff meetings, directly with your supervisor, or through email. We are setting up a separate email address for this purpose. At the OESE "Town Hall" meeting on May 18th, the plan is to conduct a facilitated brainstorming discussion. We plan to structure the meeting so that there will be time for both general and program-specific brainstorming, to further discuss the ideas presented, discuss other ideas you may have, and respond to questions.

As described in OMB's memorandum, each agency, including Education, will send an initial high-level draft reform plan to OMB by June 30th and a proposed Agency Reform Plan by September 30th. This government-wide initiative presents both potential opportunities and challenges, and we appreciate your thoughtfulness, openness, collaboration and cooperation. Thank you in advance for contributing your best thinking and ideas to strengthen OESE and the Department.

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If you have any questions, please let Monique, Tina, Mark or me know. Thank you!

Jason

Jason Botel
Acting Assistant Secretary
Office of Elementary and Secondary Education | U.S. Department of Education

Attendees

Name <E-mail>	Attendance
Ahmady, Lori <Lori.Ahmady@ed.gov>	Organizer
OESE All Users <_OESEAllUsers@ed.gov>	Required
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional

Time 3:00 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:30 PM
Subject Listening Session
Location EEOB room TBD
Attachments Copy of TQP Listening Session_May 10 2017 guest list.xlsx
2017 TQP WH Listening Session DRAFT Agenda_4.20.2017p.doc
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:00 PM – 7:00 PM
Subject Fwd: Listening Session
Location LBJ Barnard Auditorium
Attachments 2017 TQP WH Listening Session DRAFT Agenda 5.9.2017.docx
ATT00001.htm
Show Time As Tentative

Hello all,

AMERICAN OVERSIGHT

Please reference the agenda below. This is the document sent yesterday.

Sent from my iPhone

Begin forwarded message:

From: "Richardson, Venitia" <HYPERLINK "mailto:Venitia.Sablo-Richardson@ed.gov"Venitia.Sablo-Richardson@ed.gov>
To: "Coxen, Carrie" <HYPERLINK "mailto:Carrie.Coxen@ed.gov"Carrie.Coxen@ed.gov>, "Reynolds, Cody" <HYPERLINK "mailto:Cody.Reynolds@ed.gov"Cody.Reynolds@ed.gov>
Subject: Listening Session

Jason will speak at approximately 4:15pm and is expected to depart at 4:30pm. Please note, Jim and I will begin the session promptly at 5pm.

Attendees	Name <E-mail>	Attendance
	Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Alfuth, Jon <Jon.Alfuth@ed.gov>	Optional
	Manning, James <James.Manning@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional

Thursday, May 11, 2017

Sub (b)(6)
Show Tim

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

Su (b)(6)

Show Time As Free

Attendees

Name <E-mail>	**Attendance**
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:30 AM – 9:00 AM

Subject Transportation-Motor Pool Confirmed

Show Time As Busy

Driver: Maurice

Driver Number: (b)(6)

AMERICAN OVERSIGHT

Travel Details: J.Botel - LBJ to Renaissance Hotel 2800 S.Potomac Ave Arlington VA @ 8:15 AM

HELPFUL CONTACT AT EVENT: LYNETTE CAMERON (b)(6)
(b)(6)

Time 9:00 AM – 9:45 AM
Subject Keynote
Location Marriot Arlington
Attachments DRAFT Agenda 4-21-17.pdf
DRAFT Agenda 5-3-17.docx
botel remarks for tqp summit.docx
Show Time As Busy
Jason Botel Keynote Speech

UPDATED AGENDA SENT 5/10
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 9:45 AM – 10:15 AM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
Driver: Charles
Driver Number: (b)(6)

Transportation Details: J.Botel - Renaissance Hotel 2800 S.Potomac Ave to LBJ @9:50 am

HELPFUL CONTACT AT EVENT: LYNETTE CAMERON [AEM] 240-691-3346

Time 10:15 AM – 11:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 11:00 AM – 11:30 AM
Subject Opening Remarks for Elevated Thought Event - Briefing Memo

AMERICAN OVERSIGHT

Included

Location LBJ Auditorim

Attachments Student Art Exhibit Program Elevated-Thought-may-11 TPs for Jason Botel ....docx
OESE Event Briefing Memo for Jason Botel 5-11-17 Elevated Thought Student Art Exhibit Opening.pdf

Show Time As Busy

Materials:

Talking Points (Draft):

Background Briefing:

Categories Purple Category

Time 11:00 AM – 12:00 PM

Subject An arts event -- visual, spoken word, song, film and Youths' Bill of Rights -- by passionate, community-changing students asking "What Is Education?"

Location LBJ Auditorium

Show Time As Busy

Attendees

Name <E-mail>	Attendance
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Organizer
OESE All Users <_OESEAllUsers@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Burton, Sharon <Sharon.Burton@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Scott, Tracey <Tracey.Albert@ed.gov>	Optional

Time 11:30 AM – 12:00 PM

Subject MEETING - Tina Hunter OESE Exec Office

Location Jason's Office 3W315

Show Time As Busy

Meeting Name: Tina Hunter OESE Exec Office
Time: May 11th 11:30AM
Location: Jason's Office
Purpose: To receive an overview of the OESE Executive Office

Materials: Please submit any materials to Carrie Coxen by 4pm on the day prior.

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NOTE: This meeting has been rescheduled to today's date to due scheduling conflict.

Attendees	Name <E-mail>	Attendance
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 12:00 PM – 12:15 PM
Subject CLT Management Feedback Town Hall #1
Location CONFERENCE CALL
Importance High
Show Time As Busy

Assistant Secretary's Conference Line

(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Randall, Valerie <Valerie.Randall@ed.gov>	Required
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required

AMERICAN OVERSIGHT

Dickard, Norris <Norris.Dickard@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Baggett, Madeline (Madeline.Baggett@ed.gov) <Madeline.Baggett@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Fwd: RMS visit to Puerto Rico

AMERICAN OVERSIGHT

Location conference call
Show Time As Busy
For Jason if he can attend

Monique M. Chism
Deputy Assistant Secretary
Office of Elementary and Secondary Education

Begin forwarded message:

From: "Dickerson, Lorena" <HYPERLINK "mailto:Lorena.Dickerson@ed.gov"Lorena.Dickerson@e d.gov>
To: "Conaty, Joe" <HYPERLINK "mailto:Joseph.Conaty@ed.gov"Joseph.Conaty@ed.gov> , "Chism, Monique" <HYPERLINK "mailto:Monique.Chism@ed.gov"Monique.Chism@ed.gov> , "Ryder, Ruth" <HYPERLINK "mailto:Ruth.Ryder@ed.gov"Ruth.Ryder@ed.gov>, "Anderson, Margo" <HYPERLINK "mailto:Margo.Anderson@ed.gov"Margo.Anderson@ed.go v>, "Rosenfelt, Phil" <HYPERLINK "mailto:Phil.Rosenfelt@ed.gov"Phil.Rosenfelt@ed.go v>, "Maestri, Phil" <HYPERLINK "mailto:Phil.Maestri@ed.gov"Phil.Maestri@ed.gov>, "Robinson, Mark" <HYPERLINK "mailto:Mark.Robinson@ed.gov"Mark.Robinson@ed.gov>
Subject: RMS visit to Puerto Rico

Good morning,
This is short notice conference call to discuss RMS upcoming visit to Puerto Rico. We will share our goal for this trip, and would like to get your input/concerns about PR.

(b)(6)

It appears that tomorrow many of you are not in the office so this seemed like the best time. Please forward to others that you believe may be interested in participating.

Thank you!

Attendees

Name <E-mail>	Attendance
Dickerson, Lorena <Lorena.Dickerson@ed.gov>	Organizer
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Maestri, Phil <Phil.Maestri@ed.gov>	Required
Robinson, Mark <Mark.Robinson@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Ham, Holly <Holly.Ham@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
Schneer, Matthew <Matthew.Schneer@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject Jason Lunch Half Hour
Location Jason's Preference
Importance High
Show Time As Busy

Purpose: Jason can allocate his lunch half hour as he chooses.

Categories Orange Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 1:00 PM – 1:30 PM
Subject Elevated Thought students: Conversation with Jason Botel, Joe Conaty and Lisa Ramirez
Location TBD - LBJ
Attachments OESE Event Briefing Memo for Jason Botel 5-11-17 Elevated Thought Student Art Exhibit Opening.pdf
Show Time As Busy

Purpose: To meet with students and Marquis Victor (President/Executive Director of Elevated Thought) and Elecia Miller (Project Officer, City of Lawrence Mayor's Health Task Force). To discuss the work of education at the federal lever, conversation about their ideas of education.

Materials: Please provide materials to Mike Johnston by 4pm the day prior.

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Here too are the topics they would like to discuss with you:

1. How their vision of education can be supported on a federal level (see their Youths Bill of Rights below; and if you can attend their art opening at 11 to noon the same day you will learn via spoken word, film and song what their vision is, Jason will speak at the opening.)
2. The challenges you see for their vision becoming a reality
3. The trajectory of public education from your perspectives
4. Eradicating outdated models of curriculum and school structures

Briefing Background:

Categories Purple Category

Time 1:00 PM – 2:00 PM

Subject Elevated Thought students: Conversation with Jason Botel, Joe Conaty and Lisa Ramirez

Location 1W128

Show Time As Busy

Jason, Joe and Lisa,

Please note the change of room for your discussion with the students and leaders from Elevated Thought (Lawrence, Massachusetts) on May 11.

Here too are the topics they would like to discuss with you:

How their vision of education can be supported on a federal level (see their Youths Bill of Rights below; and if you can attend their art opening at 11 to noon the same day you will learn via spoken word, film and song what their vision is, Jason will speak at the opening.)
The challenges you see for their vision becoming a reality
The trajectory of public education from your perspectives
Eradicating outdated models of curriculum and school structures

The students and their adult leaders are so very grateful for the opportunity you are providing them to learn from you. I greatly appreciate you too, so very much.

Jackye

Youths' Bill of Rights

1 Students' Needs Come First
-Youths' voices are heard and considered in all school decisions that affect them directly. Youth leadership teams are created at each public middle and high school in the city, meet on a monthly basis, and lead organizing efforts for school improvements and initiatives as the need arises.

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#2 Students Are Liberated Through Their Creations
- Schools use a curriculum that promotes critical thinking, creativity, imagination, and cultural heritage, and that is pertinent to students' lives as well as individual and community progress.

#3 Students' Vision Is Developed With and Through Their Communities
- School leaders provide consistent accountability, equity, and transparency to all members of the community, including youths, parents, and community organizers. Through increased mentorships, and place-based and democratic forms of learning, students also have more opportunities to find out what they like and what they're good at during the school day.

#4 Students' Healthy Growth Is Ensured
- Schools provide nutritional menu options, healthy eating initiatives, and increased resources and information to foster healthy student growth on all levels -- physical, mental, and spiritual.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Optional
Hopkins, Frances <Frances.Hopkins@ed.gov>	Optional
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Optional
Stratman, Karen <Karen.Stratman@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Johnston, Michael <Michael.Johnston@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject Regulatory Review Task Force Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

(b)(6)

AMERICAN OVERSIGHT

Participant Code: (b)(6)

Attendees	Name <E-mail>	Attendance
	Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Ford, Kim R. <Kim.Ford@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Viana, Jose <Jose.Viana@ed.gov>	Optional
	Malawer, Hilary <Hilary.Malawer@ed.gov>	Optional
	Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
	Axt, Kathy <Kathy.Axt@ed.gov>	Optional
	Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Optional
	Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
	Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
	Menashi, Steven <Steven.Menashi@ed.gov>	Optional

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	McHugh, Erin <Erin.McHugh@ed.gov>	Optional
	Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
	McLarnon, Gail <Gail.McLarnon@ed.gov>	Optional
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Optional
	Lahey, Alisa <Alisa.Lahey@ed.gov>	Optional

Time 3:00 PM – 3:30 PM
Subject Reform Steering Committee
Location (b)(6)
Attachments Reorg_Memo.pdf
Reorg Proposed Agenda for May 11 kick off meeting.docx
Show Time As Busy

Update 5-10
Added conference number (b)(6)
Initial Meeting Shortened because of cyber table top exercise.
Will discuss future meetings.

Update 5 – 11
4. Agenda attached

Colleagues:
Please keep this time for the first official Reform Steering Committee meeting (see attached 5/5 memo). Joe and Bob look forward to working with you on this project.
Thank you!

Attendees

Name <E-mail>	Attendance
Conaty, Joe <Joseph.Conaty@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Betka, Sue <Sue.Betka@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required

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Lee, Ebony <Ebony.Lee@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
Bergstrom, Peter <Peter.Bergstrom@ed.gov>	Optional
Kasior, Anna <Anna.Kasior@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Doolittle, Charles <Charles.Doolittle@ed.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject BRIEFING FOR MEETING WITH DAVE ROSS-P21
Location Jason's Office
Show Time As Busy

Name of Meeting: MEETING w/ Dave Ross
Time: May 11th 3:30PM
Location: Jason's Office
Purpose: To meet with Dave Ross CEO of P21 for first time

BASIC BRIEFING OF P21 and CEO-Dave Ross:

P21 Vision and Mission
P21's mission is to serve as a catalyst for 21st century learning to build collaborative partnerships among education, business, community and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops.
WHAT WE BELIEVE:
• All learners need and deserve 21st century learning opportunities to thrive as tomorrow's leaders, workers, and citizens.
• Learning takes place throughout life in many places and spaces.

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From birth through their careers, learners need a broad range of experiences that develop their skills, dispositions and abilities to succeed. A strong foundation for success is rooted in learning that happens in and out of school.
• 21st century learning environments and opportunities are essential to prepare all students for the challenges of work, life, and citizenship in the 21st century and beyond, as well as ensure ongoing innovation in our economy and the health of our democracy.
http://www.p21.org/about-us/our-mission

HYPERLINK "http://www.p21.org/about-us/p21-framework" Read more about P21's Framework
Chief Executive Officer
Partnership for 21st Century Learning
David Ross is the CEO of P21, the Partnership for 21st Century Learning. In this role, David oversees all of P21's programs, which span the entire 21st Century Learning continuum, and its growing state support services. Most recently, David was the CEO & Founder of the Lurner Group, an educational consulting company that partners with starts-ups, non-profits, and school districts on revenue-development models. Ross worked for seven years as the Senior Director for the Buck Institute for Education and led its growth into becoming the dominant provider of professional development focused on Project Based Learning. While at BIE, David created and managed the PBL World Conference and the National Faculty. He is the co-author of the Project Based Learning Starter Kit.

Ross is a frequent and popular speaker and workshop facilitator at national and international conferences. He has presented more than 40 times on such topics as Project Based Learning, creativity, entrepreneurship, and 21st century teaching and learning. One of his most passionate interests is global education. He has led multi-year partnerships in Costa Rica, the Dominican Republic, and South Korea. He has provided teacher workshops and leadership training in more than a dozen countries.

Ross anchors his leadership work in the ten years he spent in the classroom. He was an English and Social Studies teacher in an urban Los Angeles middle school for six years. He finished his classroom career by teaching U.S. history for four years at New Tech High School in Napa, CA. Ross is an active member of the board of directors for several education organizations, including New Tech High School, Education Exchange, Youth Truth Survey, and School 4 One. He also served as a member of the board for LA Learns21 and Global Educational Community, and a member of the Learning Forward Conference Content Planning Committee.

Categories Green Category, Purple Category

Time 3:30 PM – 4:00 PM
Subject MEETING w/Dave Ross
Location U.S. Department of Education - Jason's Office 3W315
Show Time As Busy

AMERICAN OVERSIGHT

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Purpose: To meet with Dave Ross, Executive Director of the Partnership for 21st Century Learning.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
reg.leichty@flpadvisors.com <reg.leichty@flpadvisors.com>	Required
David Ross <david@p21.org>	Optional

Time 4:15 PM – 4:30 PM
Subject MEETING: Chareese
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:15 PM
Subject Phone Call to Chief State Schools Officer - Idaho
Location Jason will Call Sherri Ybarra - (b)(6)
Show Time As Busy

Superintendent of Public Instruction Sherri Ybarra-Idaho

ID Sherri Ybarra
State Superintendent of Public Instruction
Assumed office: 1/15/2015
Elected by popular vote Submitting in Sept. Sherri Ybarra, State Superintendent, is half way through her term, which is set to expire in

AMERICAN OVERSIGHT

January 2019.
Sherri Ybarra has 20 years of experience in education, including that of a classroom teacher, principal and central level district administrator.
Idaho was not able to meet the 95% participation rate requirement for assessments in 2015-2016.

Categories Red Category

Time 6:00 PM – 6:30 PM
Subject Phone Call TO Julia Keleher Secretary of Education for Puerto Rico
Location (b)(6)
Show Time As Tentative

Name of Call: Phone Call TO Julia Keleher Secretary of Education for Puerto Rico
Time: May 11th 6PM
Location: PHONE CALL

BRIEFING
Julia Keleher
Secretary of Education
Assumed Office: 1/25/2017
Appointed by Governor Submitting in Sept. Puerto Rico elected Governor Ricardo Rossello Nevares on November 8, 2016. He assumed office on January 2, 2017.
Secretary Julia Keleher, a former ED employee, was appointed the Secretary of Education by Governor Rossello. She began her term on January 2, 2017.
Puerto Rico is a unitary LEA system. The new administration recently discussed transitioning to a traditional SEA system; however, the Puerto Rico Department of Education has decided instead to place Superintendents in the seven regions throughout the island. The goal of this reorganization is to improve accountability and increase the diversity of programs at the regional level.
In 2016, Puerto Rico faced a massive fiscal crisis related to the amount of debt owed by the Puerto Rican government. On June 30, 2016, President Obama signed the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA), which created a federal oversight board that would negotiate the restructuring of Puerto Rico's debt.

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, May 12, 2017

Time 10:00 AM – 11:30 AM
Subject Update: CoSN/ISTE/SETDA Visit
Location 400 Maryland Ave, SW, Washington, DC 20202 | National Library of Education
Show Time As Tentative

AMERICAN OVERSIGHT

Update (5.11.17): Location and Agenda
Location:
We will be meeting in the National Library of Education. There will be approximately 40 national, state, and district leaders joining us. As the email below states, I recommend you take your bus to the C Street SW entrance and enter on that side. OET team members will greet you at the reception desk and escort you to the NLE, which is in the basement of the building.

Agenda:
I. Welcome and Introductions, OET

II. ED Update, OET
Resource updates: Infrastructure Guide, Developer's Guide
#GoOpen Next Steps
III. Presentation of Policy Concerns, Keith Krueger and district representatives
Broadband: E-Rate, Lifeline
SSAE: use in states and districts
Data: effective use v. privacy protection
IV. Q/A

sharon

Hi Reg,

We are excited to host your group this Friday. The group is larger than our conference room currently accomodates, so I will update this outlook when I find an alternate space.

The Department of Education is located in the Lyndon B. Johnson Building on 400 Maryland Ave, SW in Washington, DC. Since you are arriving by bus, I recommend that you access the building from the C Street visitors' entrance, across from the Holiday Inn/McDonald's. Upon your arrival, please clear security and sign in at the reception desk. The receptionists will call up for one our team members to come down and escort you to the room. Please arrive up to 15 min early to allow sufficient time for this check-in process.

AMERICAN OVERSIGHT

Please feel free to forward this invitation to your group. Let me know if there are other questions.

Sharon

Attendees	Name <E-mail>	Attendance
	Leu, Sharon <Sharon.Leu@ed.gov>	Organizer

Time 11:00 AM – 11:30 AM
Subject MEET: Prep-Indian Education
Location Jason's Office 3W315
Attachments BIE Fact Sheet 5-4-17.docx
Briefing Document on ED-Interior 4-13-2017.docx
Briefing Deck ED-Interior 4-13-2017.pptx
NIES_Release Slides_for OESE Briefing_4.12.17.pdf
Show Time As Busy

Name of Meeting: Prep-Indian Education
Time: May 12th 11AM-11:30AM
Location: Jason's Office
Purpose: To hold a prep meeting for conversation with Jason about Indian Education on Monday 5/15

CONTEXT FOR THE FOLLOW UP:
Jason & Monique – I apologize for my delay in sharing this information that Rob pulled together shortly after our meeting last month. Please let us know if this information is helpful for next week's follow up meeting with Josh or whether you would like any additional materials. Attached are 4 documents:

BIE 1-page fact sheet with some basic information
1-page briefing document that we discussed last month
High-level PowerPoint of how ED supports BIE and American Indians
PowerPoint with results from the 2015 National Indian Ed Study & 2015 NAEP results that was released last year

-Patrick

BRIEFING MATERIALS:

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required

AMERICAN OVERSIGHT

Time 11:30 AM – 12:00 PM
Subject Jason Lunch Half Hour
Location Jason's Preference
Show Time As Busy
Purpose: Jason can allocate his lunch half hour as he chooses.
Categories Orange Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 12:00 PM – 12:30 PM
Subject MEET: A. Sweeney OESE reg reform work group, Bob, & oela & OII
Location Jason's Office 3W315
Show Time As Busy
Name of Meeting: MEET: A. Sweeney OESE reg reform work group, Bob, & oela & OII
Time: May 12th 12PM-12:30PM
Location: Jason's Office
Purpose: Meeting to discuss OESE reg reform work group, Bob, & oela & OII
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject reconcile calendar for next week and schedule next
Show Time As Busy

Time 2:45 PM – 3:00 PM
Subject Weekly Update: Jason Botel
Location Conf Call
Show Time As Busy
(b)(6)
Categories Red Category
Attendees

Name <E-mail>	Attendance
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time 3:00 PM – 3:30 PM
Subject MEET: Weekly Event Request Check In
Location Jason's Office 3W315
Show Time As Busy

Purpose: To check in with Jason's about incoming event requests for May/June.

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Daily Wrap Up
Location Jason's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:45 PM – 4:00 PM
Subject Ebony preps j for hearing prep
Location Ebony's office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Su
Show Tir

(b)(6)

Time 4:30 PM – 5:00 PM
Subject Dry Run- Hearing Prep for the Secretary
Location Barnard Auditorium
Show Time As Tentative

We will be having a dry run through of the hearing prep for next week. Please make every effort to be there. You will receive your acting assignments as well as see the setup of the room. If you cannot make it please let Ebony know ASAP!!

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer

AMERICAN OVERSIGHT

Monday, May 15, 2017

Time 10:30 AM – 11:00 AM
Subject Discuss ESSA Section 5005
Location WDCFB6-2W240-20 (Managed)
Attachments ED1-_61137-v2-Section_5005_Report_on_Rural_Education__May_10.1db .docx
Show Time As Busy

(b)(6)

Purpose: To discuss Section 5005

Materials:

Tentative Agenda – ESSA Section 5005 Meeting
Monday, May 15, 2017
Background/Purpose of ESSA Section 5005
Events to date and current status
Strategic direction of report
Summarize structure of draft and recommendations
Identification of next steps
Timeline
Committee notification

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Bega, Dennis <Dennis.Bega@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Vanze, Shaw <Shaw.Vanze@ed.gov>	Required
Wilson, Linda <Linda.Wilson@ed.gov>	Required
Zawada, Michael <MICHAEL.ZAWADA@ed.gov>	Required

AMERICAN OVERSIGHT

Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Pasternak, Sharone <Sharone.Pasternak@ed.gov>	Optional
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Rowan, Maria <Maria.Rowan@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Meeting with Florida International University / STEM K-12 Initiatives
Location WDCFB6-7C101
Show Time As Busy

Meeting with Florida International University for briefing on FIU's STEM Education research and initiatives; and provide some insights on their K-12 collaboration and public-private initiatives that may interest the Administration.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Carlos Becerra <cabecerr@fiu.edu>	Required
Pablo Ortiz <portiz@fiu.edu>	Optional
Octavio Visiedo <ovisiedo@fiu.edu>	Optional

AMERICAN OVERSIGHT

Time 12:30 PM – 1:00 PM
Subject Hearing Prep Meeting
Location Barnard
Show Time As Busy

To run through your roles with Ebony.

Attendees

Name <E-mail>	Attendance
Davis, Martha <Martha.Davis@ed.gov>	Organizer
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject Jason's Lunch Half Hour
Location Jason's Preference
Show Time As Busy

Purpose: Jason can allocate his lunch half hour as he chooses.

Categories Orange Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

Time 12:30 PM – 1:00 PM
Subject text for Cong Clark
Attachments Clark Tough Questions and Answers for 2018 hearings draft revised 5-12-17.pdf
Clark Tough Questions and Answers for 2018 hearings draft revised 5-12-17.pdf
Show Time As Busy

CONDENSED VERSION FOR JASON

In 2001, I first served in elected office as a member of the School Committee in my home town of Melrose. This position was one of the hardest I've ever had, but it gave me a profound understanding of the difficult, sometimes competing decisions faced by policymakers, school administrators, teachers, and parents. I went on to serve as General Counsel for the Massachusetts Office of Child Care Services, and also as a member of the Advisory Council for the Massachusetts Department of Early Education and Care. Each day spent in these positions helped me understand the importance of improving how we educate our nation's children.

AMERICAN OVERSIGHT

Early Education

I believe that investments in early education are critical to basic economic fairness in America. The evidence overwhelmingly demonstrates that young children experience astonishing brain growth, forming more neural pathways from birth to age five than at any other stage in their lives. Taking advantage of this phase pays serious dividends, not just individually in the short term, but economically in the long term. Studies have consistently shown that each dollar invested in quality preschool yields a return of roughly $7 over the life of a child.

That is why I have helped lead the charge to protect and expand vital early education resources. In March, I led nearly one fourth of the entire House of Representatives in formally urging House Appropriators to provide adequate funding for the Child Care and Development Block Grant, IDEA Act Preschool grants, and Infants and Families grants. These programs are critical to America's early learners and I will continue to fight to ensure their success.

In addition, I am a cosponsor of H.R. 3461, the Strong Start for America's Children Act. This legislation ensures that every American four-year-old whose family earns less than 200% of the federal poverty level is able to access high quality pre-kindergarten. This levels the playing field for children whose families cannot afford critical early education programs. This legislation has been referred to the House Committee on Education and the Workforce, where it is awaiting further action.

K-12

When the economy crashed in 2008, tax revenues fell, leading to financial difficulties for thousands of American schools. That is why I have written to President Obama asking him to include a significant increase in funding for Title I of the Elementary and Secondary Education Act (ESEA) in his budget request. ESEA Title I funding cuts to the heart of this problem, providing support to school systems that serve historically at-risk populations.

I've also urged President Obama to set our nation on a path to fully fund the Individuals with Disabilities Education Act (IDEA). As you may know, under this legislation, Congress promised to fund 40% of the cost of public education for every American student with special needs. In practice, however, Congress has never fully funded this promise—leaving local communities to fund this program.

While I support these critical funds, above all, it's important to remember that every student is different. While the federal government plays an invaluable role in providing resources to local educational agencies, it's equally important to ensure that federal policy provides educators with the flexibility required to innovate and support each individual student. As Congress enacts policy in this area, we must be careful not to utilize imperfect data that hinders ingenuity at the local level.

Higher Education and Student Loans

I believe that education is a great equalizer in our society. Affordable higher education is a critical investment in basic social mobility, economic competitiveness, and a vital component to the American dream. However, the cost of obtaining that dream has begun to outpace the ability of American families to pay for it. Today, the

AMERICAN OVERSIGHT

average American student graduates with over $29,400 in debt. As a nation, we owe more than $1 trillion dollars in student loans.
That is why one of my first official acts a Member of Congress was to cosponsor H.R. 1979, the Bank on Student Loan Fairness Act. This bill introduced by Representative John Tierney would cap the interest rate students pay on federal loans at the same interest rate paid by large banks when they borrow from the Federal Reserve. By making sure that students don't pay more than banks, this legislation would prevent the federal government from making a profit on the backs of struggling students.
Career and Technical Education
Education is the cornerstone of our nation's economic competitiveness. As our country has continued to grow, new industries have emerged, requiring our schools to adapt to the needs of the modern workforce. A robust, adaptable, and accountable system of career and technical education (CTE), including strong investments in vocational and technical training, is essential to America's continued prosperity.
The main federal program that supports vocational and technical training in Massachusetts is the Carl D. Perkins Career and Technical Education Act. Under this Act, states use funds to build strong job training programs in high schools, universities, community colleges, and other educational settings. These funds can be used in a number of ways. For example, some schools use the funding to buy equipment, while others use it to train new teachers or set up work-based learning partnerships and apprenticeships with local employers.
Every student deserves a fair chance to earn the skills needed to thrive in the modern economy. That's why, as a member of the House Career and Technical Education Caucus as well as the House Committee on Education and the Workforce, I'm working with my Democratic and Republican colleagues to strengthen and reauthorize the Carl D. Perkins Career and Technical Education Act. This law expired in 2013 and is overdue for an update. Our modern CTE system should be flexible to adapt to the needs of emerging industries, accountable to ensure every child has an equal chance to succeed, and robust to support the professional educators who move our modern workforce forward.

Time 1:00 PM – 3:00 PM
Subject Hearing Prep
Location Barnard Auditorium
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

AMERICAN OVERSIGHT

Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Optional

Time 3:00 PM – 3:15 PM
Subject BRIEFING MATERIALS: Mary Keller
Location Jason will Call Mary - 254-289-8582
Show Time As Busy

Name of Meeting: Call w/ Mary Keller-CEO Military Child Education Coalition
Time: May 15th 3PM
Location: PHONE CALL
Purpose: Jason will call Mary, President and CEO Military Child Education Coalition, to discuss educational opportunities for military children and collaboration with the department. MCEC had an event at the Department(April 18th) and presented two quilts for ED's permanent art collection.

BRIEFING MATERIALS:

Our Focus
The work of the Military Child Education Coalition (MCEC) is focused on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3)

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non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.
HYPERLINK "http://www.militarychild.org/public/upload/images /10YearMCECPerformance_ReportFINAL.pdf"View our Performance Report: Ten Years of Excellence Serving Military Children.
Why Our Efforts Are Essential
Military children generally move six to nine times during their K-12 school years. Many make multiple moves during high school years alone, some even during their senior year.
In addition to giving up friends and routines, students must deal with other frustrations as they move across state lines or even from school to school, such as:
academic standards and courses,
access to programs,
promotion and graduation requirements,
programs for children with special needs,
and transfer and acceptance of records.
Separation from a deployed parent (or parents) raises an additional issue. The role of the MCEC is to help families, schools, and communities be better prepared to support military-connected children throughout their academic careers.
Reaching Our Goals
To do this, the MCEC will:
Develop information to support the transitioning military student.
Develop and maintain an alliance of school districts for the purposes of communication and networking.
Determine the support military installations could potentially provide local districts.
Examine technologies (teleconferencing, Internet, etc.) and develop procedures to support information sharing between military impacted school districts.
Examine sources of funding to support the alliance.
Develop an action plan to implement the above objectives.

Executive Bio: Mary Keller
President and Chief Executive Officer
Dr. Mary Keller serves as the President & CEO of the Military Child Education Coalition (MCEC). She has been the organization's executive leader since 1998. The MCEC was recognized by First Lady Laura Bush in 2004 as the Congressional Club Charity of the Year and in 2008, was certified America's Best Charity by Independent Charities of America.
Dr. Keller was one of the founders of the Military Child Education Coalition, the nation's only non-profit organization that serves around the world as an advocate for military children as they strive to meet the challenges of frequent transitions, parental deployments, loss and trauma.
Mary has served as a teacher and school administrator in several Texas school districts for over 21 years. She served for eight years as assistant superintendent and area superintendent for education services for the Killeen Independent School District, which today serves over 20,000 military connected children and the nation's largest military installation, Fort Hood.

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Mary was born on the High Plains of Texas (Plainview) and graduated from Wayland Baptist University in 1979 with a degree in Elementary Education. She received a Master's degree in Education with a specialization in curriculum and instruction from Wayland in 1984. She earned her doctorate, in Educational Administration with a special emphasis in supervision in 1990 at Texas Tech University. She holds professional certification in teaching elementary, as well as history, supervision, mid-management, and superintendency. She also holds a mediation certification from the Texas Bar Association.
She and her late husband Jerry have two adult children, Harrison Keller and Mary Emily Pardue, and seven grandchildren.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:15 PM
Subject Call w/Mary Keller
Location Jason will Call Mary - (b)(6)
Show Time As Busy

Name of Meeting: Call w/ Mary Keller-CEO Military Child Education Coalition
Time: May 15th 3PM-3:15PM
Location: PHONE CALL
Purpose: Jason will call Mary, President and CEO Military Child Education Coalition, to discuss educational opportunities for military children and collaboration with the department. MCEC had an event at the Department(April 18th) and presented two quilts for ED's permanent art collection.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Laura Cayton <laura.cayton@militarychild.org>	Required
Mary Keller <mary.keller@militarychild.org>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:00 PM – 4:30 PM
Subject INFORMAL DROP BY to Under Secretary Office
Location Under Secretary Office
Importance High
Show Time As Busy
NOTE: Adjusted schedule for this time. You are requested upstairs.
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Recurrence Occurs every Monday effective 5/8/2017 until 5/29/2017 from 4:00 PM to 4:30 PM
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 4:45 PM
Subject Daily Wrap Up
Location Jason's Office 3W315
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 4:45 PM
Subject Puerto Rico
Location (b)(6)
Show Time As Tentative
Attendees

Name <E-mail>	Attendance
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Organizer
Dickerson, Lorena <Lorena.Dickerson@ed.gov>	Required

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Maestri, Phil <Phil.Maestri@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Conaty, Joe <Joseph.Conaty@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Ryder, Ruth <Ruth.Ryder@ed.gov>	Optional
Anderson, Margo <Margo.Anderson@ed.gov>	Optional
Robinson, Mark <Mark.Robinson@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Ham, Holly <Holly.Ham@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
Schneer, Matthew <Matthew.Schneer@ed.gov>	Optional

T (b)(6)

Time 12:00 PM – 12:30 PM
Subject MEET: GAO Report 21st CCLC Study (100498)
Location Jason's Office 3W315
Attachments 21st CCLC Study (100498) Final Report.pdf
Show Time As Busy

Meeting Name: GAO Report 21st CCLC Study (100498)
Time: May 16th 12PM-12:30PM
Location: Jason's Office 3W315
Purpose: To brief Jason on GAO Report 21st CCLC Study (100498)

Materials:

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Optional
	Chism, Monique <Monique.Chism@ed.gov>	Optional
	Washington, Mark <Mark.Washington@ed.gov>	Optional

Time 12:30 PM – 12:45 PM
Subject Daily Wrap Up
Location Jason's Office 3W315
Reminder 15 minutes
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Jason's Lunch Half Hour
Location Jason's Preference
Show Time As Busy
Purpose: Jason can allocate his lunch half hour as he chooses.
Categories Orange Category

Time 1:00 PM – 1:30 PM
Subject MEET: Regulatory Reform Stakeholders
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: Regulatory Reform Stakeholders
Time: May 16th 1PM-1:30PM
Location: Jason's Office 3W315
Purpose: To discuss regulatory reform stakeholder engagement.

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: EdFacts Collection/MI Comments
Location Jason's Office 3W315
Show Time As Tentative
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required

Time 2:00 PM – 2:45 PM
Subject MEETING: Sen. Thune Request
Location Jason's Office 3W315
Show Time As Busy

Cecelia Firethunder – the Oglala Education Consortium Director. She is interested in speaking to someone here about an alternative accountability system for K-12 education.

BRIEFING MATERIALS:

The purpose of this proposal for a Oglala Sioux Tribe alternative accountability system is to enable the Oglala Lakota to exercise greater control over its schools and the education provided to Lakota students. The basis of an alternative accountability system is rooted in the Elementary and Secondary Education Act of 1965 (ESEA), passed as Public Law 107-110 and commonly known as the No Child Left Behind Act of 2001 (NCLB). Conceived as an alternative to the "[Interior] Secretary's Definition of Adequate Yearly Progress" under 20 U.S.C. § 6316(b)(2)(G), tribal consultation and negotiated rulemaking established both the accountability system to be used by the Bureau of Indian Education, as well as the ability of tribes to develop and use an alternative to Interior regulations (25 C.F.R. Section 30.104 et seq.). The Oglala Sioux tribe wishes to pursue this

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the ESEA. Though the reauthorized law presented many changes to accountability in education, many principles of accountability remained the same. Tribes may still request to use "alternative standards, assessments,

AMERICAN OVERSIGHT

and an accountability system," under ESSA Section 8204(c)(2), and the principle of an alternative accountability system still remains in effect in the Interior's own regulations (i.e., 25 C.F.R. Section 30.104 et seq.). As specific regulations and guidance regarding accountability systems under the ESSA are developed by the U.S. Department of Education (ED), the accountability system of the Oglala Lakota will continue to evolve in future accountability proposals.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:45 PM – 4:45 PM
Subject Hearing Prep
Location Barnard Auditorium
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required

AMERICAN OVERSIGHT

	Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Optional

Time 4:45 PM – 5:15 PM
Subject Pre-Town Hall mtg w/Jenn Oribello
Location Jason's Office (3W315)
Show Time As Busy
*Please see meeting rescheduled @4:45pm tomorrow

(b)(6)

objattph://"

Attendees

Name <E-mail>	**Attendance**
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Jennifer Oribello (JOribello@ourpublicservice.org) <JOribello@ourpublicservice.org>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Wednesday, M (b)(6)
T
Sub
Show Time
Attend

	Attendance
	Organizer

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEET: FY17 OPR: Department Priorities for OESE
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: FY17 OPR: Department Priorities for OESE
Date: May 17th 9:30AM-10AM
Location: Jason's Office
Purpose: To meet on FY17 OPR Dept Priorities

NOTE: Please see context below:

From: Ahmady, Lori
Sent: Monday, May 15, 2017 2:03 PM
To: Washington, Mark
Subject: FY17 OPR: Department Priorities for OESE

Mark,

I did a line-by-line comparison of what we submitted and what Ashley returned to us. They're identical. I also went an extra step and ran the language by each of the responsible offices. Angela Hernandez-Marshall in OIE made one minor change. In the text, we used the phrase office director in one place and program director in another. She changed it to program director to be consistent throughout (see below in red).

Alex Sweeney had to leave due to a sick child, so her team didn't have a chance to review the fiscal monitoring section, but they reviewed it previously and didn't make any changes, so I'm assuming it's okay.

Lori

****

OESE[BM1]

1) Conduct High Quality Implementation of ESSA: Satisfy Critical Legislative Mandates and Provisions Necessary for Delivery of Core

AMERICAN OVERSIGHT

Components and Initial Phases of New Accountability System

December 2016: • Publish a Notice of Final Regulations for the Accountability, State Plans and Data Reporting regulation and two assessment regulations. • Issue a State Plan template and Peer Review guidance.

[NOTE: This activity was completed in accordance with the established milestone, but the regulations were rescinded, which necessitated the development and release of a revised State Plan template and related materials that were aligned with the new administration's priorities (see below).]

March 2017: • Release an updated and streamlined State Plan template that is aligned with the administration's priority of providing greater flexibility for state and local education leaders.

• Release a crosswalk comparing the original and revised State Plan templates, and revised Frequently Asked Questions.

April 2017: • Collect first round of State Plans and begin Peer Review and approval process. • Issue transition guidance for the 17-18 school year. • Create work plan to develop a program monitoring protocol that is aligned with the new ESSA requirements.

August 2017: • Complete first round of State Plan peer review process. • Prepare portions of the draft program monitoring protocol for review.

2) Develop and pilot integrated fiscal monitoring of formula grant programs

December 2016: • Select OESE offices that will participate in integrated fiscal monitoring activities. • Design training modules. • Develop information management strategy for coordinated fiscal monitoring. • Finalize protocols for participating formula grant programs. • Develop LEA-level protocol for subgrantee reviews.

April 2017: • Finalize training for program staff that will participate in FY17 integrated fiscal reviews.

August 2017: • OESE staff from multiple offices conduct coordinated fiscal monitoring events.

• Issue State reports and finalize plan for scaling up process across OESE. • Conduct evaluations of integrated fiscal monitoring activities.

3) Review and Reevaluate Opportunities to Transform Program Management and Delivery in the Office of Indian Education (OIE)

December 2016: • Select new Program Director.

[NOTE: A Program Director was selected and an offer was made and

AMERICAN OVERSIGHT

accepted in accordance with the established milestone. However, the January 23, 2017 presidential memo regarding the hiring freeze impeded OIE's ability to hire the selected candidate.]

• Review and evaluate existing strategic plans and program direction. Develop updated plans for the existing Electronic Application System for Indian Education (EASIE) to reflect necessary changes for ESSA.

April 2017: • Use FEVS results and follow up efforts to identify OIE staff-reported training needs and provide training opportunities to address them. • Assess baseline program needs and opportunities for current OIE leadership and future program management (pending hiring a new Program Director), using input from program staff and findings and recommendations from an ongoing OIG audit • Train grantees on new EASIE system [Moved to August based on delays in hiring a new office program director.]

August 2017: • Develop plan to improve quality of grants making, technical assistance, performance measurement and staff development OIE staff will collaborate to complete drafts of standard operating procedures for OIE formula and discretionary grant programs, and collaborate with Risk Management Service to inform drafts. • EASIE system finalized and Part 1 of grantee applications completed Offer EASIE webinar training sessions and post frequently asked questions and answers for at least 70% of all Title VI formula applicants. Assign staff to reach out to high-needs applicants, as identified through past performance, and either non-participation or training follow-up questions. • Train OIE formula program staff on how to offer technical assistance to all formula grant applicants, especially applicants who did not participate in the EASIE webinars • Pending an approved exception from the Secretary's new hiring freeze, re-initiate recruitment process to select new Program Director.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Brickman, Michael <Michael.Brickman@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	10:00 AM – 12:00 PM
Subject	Hearing Prep
Location	Barnard Auditorium
Show Time As	Busy
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer

AMERICAN OVERSIGHT

EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Optional

Time 12:00 PM – 12:15 PM
Subject PHONE CALL: Sec. Peyser
Location (b)(6)
Show Time As Busy

Pronounce: "Pie Zer"

Questions to Margo:

1. Date and time of their initial submission

2. Date and time they were told what the error was

3. Date and time they tried resubmitting with the error corrected

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Context:

Josh,

Laura Rigas suggested I connect with you about a technical problem one of our LEA's encountered trying to upload a magnet school grant application. The headlines are that the Springfield district office began uploading the application well in advance of the deadline, but they encountered technical challenges that HYPERLINK "http://grants.gov/"Grants.Gov had not previously seen and was unable to resolve; the application was nonetheless submitted before the deadline and an email confirmation receipt was received, but an unknown error kicked the application back a few minutes later. I am often on the receiving end of these emails, so I know that sometimes the only answer is: sorry about that! I don't have firsthand knowledge of what occurred and I don't know if this fact situation implies user error on our end. Nevertheless, if you're open to it, I'd appreciate the opportunity to send you some more information and perhaps schedule a brief phone call with you or someone else you suggest.

Thank you for your consideration.
Jim

Jim Peyser
Massachusetts Secretary of Education
(b)(6)

Message history

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Check In AZ Opt Out
Location Jason's Office 3W315
Show Time As Busy

Name of Meeting: MEET: Check In AZ Opt Out
Time: May 17th 12PM-12:30PM
Location: Jason's Office
Purpose: To discuss AZ w/ regards to ESSA and Opt Out

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 1:00 PM – 1:45 PM
Subject MEET-Title IV, Part A National Activities
Location Jason's Office 3W315
Attachments Copy of SDFSC 2017 Continuation Costs 5-1-17 (2).xlsx
TA Projections FY17 thru FY20.doc
Show Time As Busy

Name of Meeting: Title IV, Part A National Activities
Time: May 16th 4-4:45PM
Location: Jason's Office
Purpose: Title IV, Part A National Activities

MATERIALS:

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required

Time 1:45 PM – 2:00 PM
Subject Jason's Lunch Time
Location Jason's Preference
Show Time As Busy

Purpose: Jason can allocate his lunch time as he chooses.

Categories Orange Category

Time 2:30 PM – 2:35 PM
Subject 5 Min Chat PR
Location Jason's Office
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Meeting with Elizabeth Dial Pinkerton- President's Commission on White House Fellowships
Location WDCFB6-7C101
Show Time As Busy

Attending: Jim Manning, Ebony Lee, Jason Botel, Elizabeth Dial Pinkerton.

Topic: The President's Commission on White House Fellowships program.

Categories Red Category
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Pinkerton, Elizabeth D. EOP/WHO <Elizabeth.D.Pinkerton@who.eop.gov>	Required

---

Time 4:30 PM – 4:45 PM
Subject MEET: Rep. Larsen
Location Jason's Office 3W315
Importance High
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:45 PM – 5:00 PM
Subject Daily Wrap Up
Location Jason's Office 3W315
Reminder 15 minutes
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Thursday (b)(6)

Show

Time 11:00 AM – 12:30 PM
Subject OESE Town Hall #2 - Brainstorming
Location Barnard Auditorium
Show Time As Free
objattph://"

Dear Colleagues,

The next OESE All Staff meeting is scheduled for Thursday, May 18 from 11:00 – 12:30 pm in the LBJ Barnard Auditorium. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"lori.ahmady@ed.gov no later than 6 business days prior to the event.

Future Meeting Dates. For planning purposes, tentative dates for future OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

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We look forward to seeing everyone there!

Teleworking During Town Hall #2
We have toiled with how to incorporate employees who may be teleworking on Thursday, but want to participate in the Town Hall. After considering many options, we have concluded—along with our facilitators from the Partnership for Public Service—that there is no easy way to do this. To ensure a quality experience for both those who are in the room, and those who are not …we will not have a virtual option. We encourage you to send your ideas, questions and concerns by COB Wednesday—based on the brainstorming questions that will be provided on Tuesday (email to follow).
The email address is HYPERLINK "mailto:OESE@ed.gov"OESE@ed.gov and use the subject line "OESE Feedback".

We will take what you send us, and filter it into the conversations being held by topic, program and other interest points. We have also been thinking about how to design the Town Hall so that we can capitalize on two things at once—getting to some concrete concepts and actionable ideas, as well as allowing for continuing conceptual ideas and designs that can still be incorporated later. We think we have a fun way to do it, and plan on having some structured "chaos" that will help us get to a solid product (or set of products) by the end of Town Hall #2. Translation: do all you can to be in the office on Thursday. It is going to be a lot of fun!

Feedback
In an effort to address the concern of anonymity, we are planning to place good old-fashioned suggestion boxes around the 3rd floor. We have asked OCIO for help in testing online products that will provide anonymity from any feeder source. This is taking time to vet, but we want you to know that we are trying to be responsive to the concerns about anonymity.
In the meantime, we are still offering the internal HYPERLINK "mailto:OESE@ed.gov"OESE@ed.gov email for your ideas and other responses. This email box is being monitored by Melika Anderson and Brandon in the Immediate Office, and no identifying information is being forwarded from the rollup of those responses. Since this is a shared mailbox, please put "OESE Feedback" in the subject line to ensure that your feedback gets incorporated.

*Town Hall questions will follow in a separate email later today.

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
OESE All Users <_OESEAllUsers@ed.gov>	Required
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Optional

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Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
Brooks, Janice <Janice.Brooks@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional

Su (b)(6)
Show Tir
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:10 PM – 12:30 PM
Subject OESE Town Hall Drop By
Location LBJ-Barnard Auditorium
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

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	Washington, Mark <Mark.Washington@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject reconcile calendar for next week and schedule next
Show Time As Busy

Time 12:40 PM – 1:10 PM
Subject MEET: Prep Eric Paisner
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Prep Eric Paisner
Date: May 18th 12:40PM-1PM
Location: Jason's Office
Purpose: To prep for Jason's meeting on May 22nd with Eric Paisner - National Alliance for Public Charter Schools

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Huh, Stefan <Stefan.Huh@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Regulatory Review Task Force Meeting
Location Secretary's Conference Room (OS Managed)
Recurrence Occurs every Thursday effective 5/4/2017 until 5/25/2017 from 2:00 PM to 3:00 PM
Reminder 15 minutes
Show Time As Busy

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required

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Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Optional
Malawer, Hilary <Hilary.Malawer@ed.gov>	Optional
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
Axt, Kathy <Kathy.Axt@ed.gov>	Optional
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Optional
Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
McLarnon, Gail <Gail.McLarnon@ed.gov>	Optional
Kossack, Andrew <Andrew.Kossack@ed.gov>	Optional
Lahey, Alisa <Alisa.Lahey@ed.gov>	Optional

AMERICAN OVERSIGHT

Time	3:00 PM – 3:30 PM
Subject	BRIEFING MATERIALS - Todd Mann
Location	Jason's Office 3W315
Attachments	magnet v charter funding chart 2018.pdf Magnet.Schools.of.America.Executive.Summary.pdf
Show Time As	Busy

Meeting Name: MEETING: Todd Man
Date: May 18th 3PM-3:30PM
Location: Jason's Office
Purpose: Foster relationship with Todd Mann - Executive Director, Magnet Schools of America

BRIEFING MATERIALS:

Categories	Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	3:00 PM – 3:30 PM
Subject	Meet w/Todd Mann
Location	400 Maryland Ave. SW - Jason's Office - 3W315
Show Time As	Busy

Hi Todd! Sorry for this time change – I hope it still works! Thanks!

Purpose: Meet w/Todd Mann, Executive Director, Magnet Schools of America

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.
You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call Carrie Coxen (401-0026) and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories	Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Todd Mann <todd.mann@magnet.edu>	Required

AMERICAN OVERSIGHT

Time 4:00 PM – 4:15 PM
Subject MEET: Carrie, Jason, Chareese about Scheduling Best Practices
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 4:15 PM – 5:00 PM
Subject Daily Wrap Up
Location Jason's Office 3W315
Reminder 15 minutes
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 6:00 PM – 7:30 PM
Subject goodbye/good riddance to Neil
Location The Partisan/709 D Street NW
Show Time As Tentative

Given the heat, we are moving the venue to an indoor place. The Partisan is about one block away from the Archives/Navy Memorial metro stop, on D Street between 7th and 8th. Bar is in the back.

http://thepartisandc.com/

Attendees

Name <E-mail>	Attendance
Ruddock, Neil <Neil.Ruddock@ed.gov>	Organizer
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

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Venable, Joshua <Joshua.Venable@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Holden, Ronald <Ronald.Holden@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Jones, Amy <Amy.Jones@ed.gov>	Required
Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Oberlies, Michael <Michael.Oberlies@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Optional
Jackson, Candice <Candice.Jackson@ed.gov>	Optional
Eck, Kevin <Kevin.Eck@ed.gov>	Optional
Cox-Roush, Deborah <Deborah.Cox-Roush@ed.gov>	Optional
Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Optional
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional
Ham, Holly <Holly.Ham@ed.gov>	Optional
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Toner, Jana <Jana.Toner@ed.gov>	Optional

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	Broadwater, Sara <Sara.Broadwater@ed.gov>	Optional
	Prescott, Jenny <Jenny.Prescott@ed.gov>	Optional

Friday, May 19, 2017

Time 10:30 AM – 11:15 AM
Subject Voices from the Classroom wtih TAF/PAF Team
Location 1W105/108
Show Time As Tentative

Colleagues- quick reminder that tomorrow is the "Voices from the Classroom" event with the team of TAFs/PAFs. If you haven't responded to the calendar hold for tomorrow, please do so we can plan accordingly. Thank you!

Patrick

Please join the Teaching and Principal Ambassador Fellows for discussions about what we have heard as we have engaged with educators from around the country during the first 9 months of the Fellowship.

The format for the time will be rotating small-table discussions where staff will have the opportunity to engage in conversations with teams of Fellows around three major themes they have heard from the field.

The TAF/PAF team hopes that you will be able to join the conversation, and we hope you will bring questions and suggestions for future outreach efforts with educators in the field.

We hope you can join the conversation!

The TAF/PAF Team

Attendees

Name <E-mail>	**Attendance**
Kelly, Patrick <Patrick.Kelly@ed.gov>	Organizer
Barney, Amanda <Amanda.Barney@ed.gov>	Required
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required

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Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Doolittle, Charles <Charles.Doolittle@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ceja, Beatriz <Beatriz.Ceja@ed.gov>	Required
Caudillo, Emmanuel <Emmanuel.Caudillo@ed.gov>	Required
Schneider, Diana <Diana.Schneider@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Required
Allen, Sarah <Sarah.Allen@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required

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Manning, James <James.Manning@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
McLaughlin, Maureen <Maureen.McLaughlin@ed.gov>	Required
Miller, Rebecca <Rebecca.Miller@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Ruddock, Neil <Neil.Ruddock@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Required
Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Required
Hannestad, Katie <Katie.Hannestad@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Jones, Amy <Amy.Jones@ed.gov>	Required
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
Hill, Glinda <Glinda.Hill@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Gervasio, Gabriella <Gabriella.Gervasio@ed.gov>	Required

AMERICAN OVERSIGHT

	Spitz, Deborah <Deborah.Spitz@ed.gov>	Required
	jane wall (jmw2ww@virginia.edu) <jmw2ww@virginia.edu>	Optional

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Time 11:15 AM – 12:00 PM
Subject Briefing BTS Planning Work Group
Location TBC
Show Time As Busy

Ideas from Monique:

1. Bus Tour- Previous administrations did a bus tour across the nation. The Secretary would visit different schools and communities and senior staff would do events to amplify the Secretary's message

2. Education Town Hall Meetings – A series of town hall conversations across the country to discuss some of the most pressing issues facing education today

3. A National Reading Challenge – We could ask celebrities to help us promote a reading challenge, this could be launched in June or July amplify the importance of summer reading, and then do a ceremony for the "winners" in August or September

4. Books on Buses Campaign – Ask people to donate books for school buses kids, especially kids in rural areas, spend a lot of time on school buses it would be great to have a selection of reading materials on school buses

5. Back Pack Mania – Conduct a massive back to school drive for school supplies for students

6. Teacher Supply Drive – donations for supplies for teachers

7. Book Drive for under resourced school libraries

8. Academic Bowl (this could be applied to any discipline Math, Science, Language Arts) – basically like a quiz bowl

9. Robotics contest to help promote STEM

10. Back to School Broadway- Ask off-Broadway and Broadway performers to offer free shows for students who are going back to school

11. Back to school parade

12. Partner with HHS on back to school health fair and screening for parents and students

13. School renovation projects – identify schools that need help with

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renovation (i.e. painting) and have ED staff do the renovations – sort of like a habitat for humanity for schools

14. Build a playground – partner with organizations to help build school playgrounds.

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:15 AM – 12:00 PM
Subject BTS Planning Work Group
Location Dep Sec Office
Show Time As Busy

This is the initial meeting to discuss ideas for back to school event planning. Please come prepared with initial ideas and ready to share!

Attendees

Name <E-mail>	Attendance
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Organizer
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Breeding, Nathaniel <Nathaniel.Breeding@ed.gov>	Required
Holden, Ronald <Ronald.Holden@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject OPR meeting
Location Jason's Office (3W315)
Show Time As Busy

*Please see call in information:

(b)(6)

Meeting Name: MEET: FY17 OPR: Department Priorities for OESE
Date: May 17th 9:30AM-10AM
Location: Jason's Office

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Purpose: To meet on FY17 OPR Dept Priorities

NOTE: Please see context below:

From: Ahmady, Lori
Sent: Monday, May 15, 2017 2:03 PM
To: Washington, Mark
Subject: FY17 OPR: Department Priorities for OESE

Mark,

I did a line-by-line comparison of what we submitted and what Ashley returned to us. They're identical. I also went an extra step and ran the language by each of the responsible offices. Angela Hernandez-Marshall in OIE made one minor change. In the text, we used the phrase office director in one place and program director in another. She changed it to program director to be consistent throughout (see below in red).

Alex Sweeney had to leave due to a sick child, so her team didn't have a chance to review the fiscal monitoring section, but they reviewed it previously and didn't make any changes, so I'm assuming it's okay.

Lori

****

OESE[BM1]

1) Conduct High Quality Implementation of ESSA: Satisfy Critical Legislative Mandates and Provisions Necessary for Delivery of Core Components and Initial Phases of New Accountability System

December 2016: • Publish a Notice of Final Regulations for the Accountability, State Plans and Data Reporting regulation and two assessment regulations. • Issue a State Plan template and Peer Review guidance.

[NOTE: This activity was completed in accordance with the established milestone, but the regulations were rescinded, which necessitated the development and release of a revised State Plan template and related materials that were aligned with the new administration's priorities (see below).]

March 2017: • Release an updated and streamlined State Plan template that is aligned with the administration's priority of providing greater flexibility for state and local education leaders.

• Release a crosswalk comparing the original and revised State Plan templates, and revised Frequently Asked Questions.

April 2017: • Collect first round of State Plans and begin Peer Review

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and approval process. • Issue transition guidance for the 17-18 school year. • Create work plan to develop a program monitoring protocol that is aligned with the new ESSA requirements.

August 2017: • Complete first round of State Plan peer review process. • Prepare portions of the draft program monitoring protocol for review.

2) Develop and pilot integrated fiscal monitoring of formula grant programs

December 2016: • Select OESE offices that will participate in integrated fiscal monitoring activities. • Design training modules. • Develop information management strategy for coordinated fiscal monitoring. • Finalize protocols for participating formula grant programs. • Develop LEA-level protocol for subgrantee reviews.

April 2017: • Finalize training for program staff that will participate in FY17 integrated fiscal reviews.

August 2017: • OESE staff from multiple offices conduct coordinated fiscal monitoring events.

• Issue State reports and finalize plan for scaling up process across OESE. • Conduct evaluations of integrated fiscal monitoring activities.

3) Review and Reevaluate Opportunities to Transform Program Management and Delivery in the Office of Indian Education (OIE)

December 2016: • Select new Program Director.

[NOTE: A Program Director was selected and an offer was made and accepted in accordance with the established milestone. However, the January 23, 2017 presidential memo regarding the hiring freeze impeded OIE's ability to hire the selected candidate.]

• Review and evaluate existing strategic plans and program direction. Develop updated plans for the existing Electronic Application System for Indian Education (EASIE) to reflect necessary changes for ESSA.

April 2017: • Use FEVS results and follow up efforts to identify OIE staff-reported training needs and provide training opportunities to address them. • Assess baseline program needs and opportunities for current OIE leadership and future program management (pending hiring a new Program Director), using input from program staff and findings and recommendations from an ongoing OIG audit • Train grantees on new EASIE system [Moved to August based on delays in hiring a new office program director.]

August 2017: • Develop plan to improve quality of grants making, technical assistance, performance measurement and staff development OIE staff will collaborate to complete drafts of standard operating procedures for OIE formula and discretionary grant

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programs, and collaborate with Risk Management Service to inform drafts. • EASIE system finalized and Part 1 of grantee applications completed Offer EASIE webinar training sessions and post frequently asked questions and answers for at least 70% of all Title VI formula applicants. Assign staff to reach out to high-needs applicants, as identified through past performance, and either non-participation or training follow-up questions. • Train OIE formula program staff on how to offer technical assistance to all formula grant applicants, especially applicants who did not participate in the EASIE webinars • Pending an approved exception from the Secretary's new hiring freeze, re-initiate recruitment process to select new Program Director.

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Call w/ Pennsylvania Secretary of Education - Pedro Rivera
Location Jason's Office - 3W315 / Dial info. In Invite
Show Time As Busy

(b)(6)

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Stephenson, Todd <Todd.Stephenson@ed.gov>	Required
	nshenenber@pa.gov <nshenenber@pa.gov>	Required
	psherts@pa.gov <psherts@pa.gov>	Required
	Smith, Pamela <pammsmi@pa.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Coley, Jerine <Jerine.Coley@ed.gov>	Optional
	Volkman, David <dvolkman@pa.gov>	Optional

AMERICAN OVERSIGHT

	Datorre, Roberto <rdatorre@pa.gov>	Optional
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject Materials for Call w/PA Secretary of ED
Attachments PA response 02-16-17 (attachment to memo).pdf
PDE Allocation Talking Points 04-25-17.docx
PAMEMO.042017.docx
Show Time As Busy
Materials (Confidential/Deliberative/Privileged):
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Stephenson, Todd <Todd.Stephenson@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional

Time 1:00 PM – 1:15 PM
Subject MEET: Debrief Town Hall 2
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: Debrief Town Hall 2

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

AMERICAN OVERSIGHT

Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Jennifer Oribello (JOribello@ourpublicservice.org) <JOribello@ourpublicservice.org>	Optional
Kesner, Paul (Paul.Kesner@ed.gov) <Paul.Kesner@ed.gov>	Optional

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Time 1:00 PM – 1:30 PM
Subject BRIEFING MATERIALS JV MEET
Attachments SAF Decision Memo J Venable.051817.docx
SAF Investment Package 5.18 with map.docx
Teach to Lead 051617 briefing paper.docx
TTL Evaluation Report Columbus Summit.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:15 PM – 1:30 PM
Subject Weekly Update: Jason Botel
Location Conf Call
Show Time As Busy
(b)(6)
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject Title I/II implementation study surveys
Location WDCFB6-7C100
Show Time As Busy

(b)(6)

Meeting request from Jenn Bell-Ellwanger and Erica Johnson.

Meeting context:
We are planning to administer surveys to all states (and DC) and a nationally representative sample of districts in Spring 2018 in order to get a national picture of early implementation of ESSA. The surveys contain four main content areas: content standards; assessments; accountability and turning around low-performing schools; and teachers and leaders. The surveys also address English language learners (ELLs) and students with disabilities (SWDs) within each applicable content area. In general, the state survey addresses state policies, monitoring, and the provision of guidance/resources, while the district survey addresses implementation of state policies to see how they are playing out at the local level, district-specific requirements, and uses and usefulness of state guidance/resources.

Our understanding is that it made sense to defer administering the surveys until next spring, in part, to allow for some discussions with Jason, Ebony, and/or others about the content of the surveys, so that they reflect the administration's policy context. This meeting is to provide an overview of the evaluation and to follow up on that earlier decision.

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Johnson, Erica <Erica.Johnson@ed.gov>	Required
Warner, Elizabeth <Elizabeth.Warner@ed.gov>	Required
Wei, Thomas <Thomas.Wei@ed.gov>	Required

AMERICAN OVERSIGHT

	Betka, Sue <Sue.Betka@ed.gov>	Optional

Time 2:30 PM – 4:00 PM
Subject MEET: State Plan Level-Setting/Norm Creation
Location WDCFB6-3C100
Show Time As Busy

Meeting Name: MEET: State Plan Level-Setting/Norm Creation
Time: May 19th 2:30PM-4PM
Location: 3C100
Purpose: To create level-setting/norm creation around state plan issues

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Pasternak, Sharone (Sharone.Pasternak@ed.gov) <Sharone.Pasternak@ed.gov>	Optional
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
McKinney, Jessica (Jessica.Mckinney@ed.gov) <Jessica.Mckinney@ed.gov>	Optional

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AMERICAN OVERSIGHT

Time 4:00 PM – 4:15 PM
Subject HOLD Hill Call
Location 7W209
Show Time As Busy
1-877-493-8480 passcode 444-571-7

Molly

Attendees

Name <E-mail>	Attendance
Petersen, Molly <Molly.Petersen@ed.gov>	Organizer
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:45 PM – 5:00 PM
Subject Daily Wrap Up
Location Jason's Office 3W315
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Monday, May 22, 2017

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 10:45 AM
Subject MEET: TAF/PAF Prep - P Kelly
Location Jason's Office 3W315
Attachments Alumni Network Map.pdf

AMERICAN OVERSIGHT

Feedback for J Botel April 2017.docx

Show Time As Busy

Meeting Name: MEET: TAF/PAF Prep - P Kelly
Date: May 22nd 10:30AM-10:45AM
Location: Jason's Office
Purpose: To brief Jason on 60 min call with TAF/PAF alumni network on May 23rd

Context From Patrick Kelly:
The TAF/PAF Alumni network is comprised of the 103 former Fellows as well as the 10 current Fellows. They represent 43 states (map attached), and they are all still working in education in some capacity. A breakdown of their current job duties includes:

· 36 teachers (9 Lead Teachers and 2 in official hybrid roles)
· 21 school administrators (5 APs, 16 principals – including 12 TAFs)
· 13 district leaders
· 5 at the Federal level
· 12 in local, state or national education organizations
· 8 in teacher preparation
· 4 current PhD students (three in Harvard's EDLD)
· 4 consultant/other

The alumni network started monthly calls with senior staff at ED last September, and this call will be the first under the new administration. The call will take place on a moderated conference line, meaning that alumni will be in "listen only" mode until they indicate to the operator that they would like for their line to be unmuted in order to provide a comment or question. The format /agenda for this call is the big thing I want to confirm with Jason when we meet on Monday, but the general routine for past calls has been:

1. Overview of major upcoming events/policies/news from ED: 5 minutes
2. Senior staff discusses specific policy area: 15-20 minutes
3. Q and A with the alumni: 20-25 minutes
4. Wrap-up: 5 minutes

Patrick wants to make sure that format makes sense to Jason, and if so, what he would like to discuss in #2. Patrick shared a document with JB weeks ago (attached) that includes some areas that the alumni network expressed interest in hearing about, and my suggestion would be to try to address a topic or two off that list OR address something that is major in the news at the moment- which in this case would probably be either ESSA state plans or the budget.

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Kelly, Patrick <Patrick.Kelly@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:00 PM – 1:30 PM
Subject MEET: 2017 SES Performance Plan Draft
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: 2017 SES Performance Plan Draft
Date: May 22nd
Location: Jason's Office
Purpose: to discuss 2017 SES Performance Plan Draft

This is to remind you that one or more performance reviews are currently assigned to you and awaiting action.
To access these reviews, log in to Talent Management System (TMS) and view your Learning Plan, or click on the following link:https://tms.ibc.doi.gov/learning/user/deeplink_redirect.jsp?linkId=HOME_PAGE
Employee Name Supervisor Review Title Review Period Action Required By
CHAMBERLAIN, MICHAEL P BOTEL, JASON L Mid-point Review FY17 10/1/2016 - 4/2/2017 5/13/2017

For help logging in to TMS, please contact the IBC Customer Service Center (help desk) at 1-888-367-1622.
For all other questions, please call the REACH help desk at 202-708-6032.

Sincerely,
Your TMS Administrator

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Dubose, Yolanda <Yolanda.Dubose@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:30 PM – 2:30 PM
Subject FY18 Budget Roll-out Meeting
Location WDCFB6-5E335 (Managed)
Attachments FY2018Budget_TickTockandRollout_052217.doc
Show Time As Busy

All-
During this time we will discuss the roll-out plan and go over the tick-tock for the FY18 Budget release.

If you are unable to join in person, the call line for this meeting is provided below:
(b)(6)

MATERIALS:

Categories Red Category

Attendees

Name <E-mail>	Attendance
Ross, Chareese <Chareese.Ross@ed.gov>	Organizer
Manning, James <James.Manning@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Solomon, Jan <Jan.Solomon@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Frendewey, Matthew <Matthew.Frendewey@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Padgett, Jennifer <Jennifer.Padgett@ed.gov>	Required
Williamson, Elizabeth <Elizabeth.Williamson@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

AMERICAN OVERSIGHT

Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Mould, Jim <Jim.Mould@ed.gov>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Alfuth, Jon <Jon.Alfuth@ed.gov>	Optional
Dixon, Doris <Doris.Dixon@ed.gov>	Optional
Kerr, Patrick <Patrick.Kerr@ed.gov>	Optional
Martin, Nancy <Nancy.Martin@ed.gov>	Optional
Malico, Melinda <Melinda.Malico@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject NAPCS Conference Panel Prep
Location 202 695 8310, 1, 24465
Show Time As Busy

We will be doing this call without Mike - he couldn't meet today. I'll circle back after connecting with the content of his presentation on choice in ESSA plans.

AMERICAN OVERSIGHT

Jason, Mike, and Lindsay-
In advance of our call today (and hopefully with MIke next week) to discuss our session 11-12 on June 13 on ESSA, I wanted to provide a broad outline with some draft discussion questions for you all to address. Once we have a chance to connect and I have a clearer sense of what topics you all will touch on I will revise accordingly.

Introduction: Christy (11-11:10)

* Provide a brief overview of NAPCS federal work and key issues for charters in ESSA implementation (Title I 7% setaside, accountability, charter teacher credentials)

Panel presentations: After the intro I will kick it to you all to speak for 5-7 minutes before we transition to a panel discussion (11:10-11:25)

Jason: [draft questions] Can you describe for us where the ESSA implementation process currently stands? How will the Department evaluate the plans? What states are under review? When will states hear whether their plans are approved?

Lindsay: Why did Congress repeal the accountability regulations?

What are some key trends we're seeing in state ESSA plans with respect to accountability (goals, subgroups), participation/opt out, growth.

Mike: What are some of you key findings in state plans with respect to choice and charters?

Group discussion:(11:25-11:40)

1. As states implement their plans, what can charter schools do to ensure that new accountability systems align with their charter agreements and missions?

2. How can reform minded Chiefs leverage ESSA to provide more students with access to high quality charter schools?

3. TBD

Open for Audience Questions: 11:40-12:00

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Christy Wolfe <christy@publiccharters.org>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required
Lindsay Fryer <LFryer@pennhillgroup.com>	Required
Jessica Morffi <jessica@publiccharters.org>	Required

Time 3:30 PM – 4:00 PM
Subject HOLD: Treasury FLEC Prep
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Recurrence Occurs every Monday effective 5/8/2017 until 5/29/2017 from 4:00 PM to 4:30 PM
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Daily Wrap Up
Show Time As Busy

AMERICAN OVERSIGHT

1. Employee express retirement system meeting

2. Recurring 30 minute check in

3. Onboarding Chris rincus

4. Materials I emailed you to put in front of me

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Budget-Stakeholders and All Staff Meeting
Location 5W313
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Tuesday, May 23, 2017

Time 8:00 AM – 8:30 AM
Subject TickTock Updates for FY18 Budget Rollout
Importance High
Attachments FY18 Budget Key Bullets 5.22-FInal.docx
FY2018Budget_TickTockandRollout_052217.doc
School Choice pie chart.xlsx
Tough Questions and Answers for 2018 hearings draft revised 5-22-17.docx
2018 budget presentation_Budget Director-5-23-17_Final.pptx
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject BRIEFING: MEETING: David Griffith
Location Jason's Office
Show Time As Busy

AMERICAN OVERSIGHT

David Griffith—Senior Director of Public Policy
David Griffith is the Senior Director of Public Policy, leading ASCD's efforts to influence education decision-making at the local, state, and federal levels and the development and implementation of the association's legislative agenda.
Prior to joining ASCD, Griffith was the director of governmental and public affairs for the National Association of State Boards of Education (NASBE) where he oversaw all of its advocacy and political activities as well as media relations.
Griffith also served as an aide to Representatives Joe Kolter and Robert Torricelli. In addition, he has worked on numerous political campaigns, was the Legislative and Grassroots Coordinator for the American Arts Alliance representing the nation's leading non-profit arts institutions, and traveled the country doing advance work for the 1996 Olympic Torch Relay.
ASCD is a global community dedicated to excellence in learning, teaching, and leading. Comprising 115,000 members—superintendents, principals, teachers, and advocates from more than 128 countries—the ASCD community also includes 51 affiliate organizations.
Our diverse, nonpartisan membership is our greatest strength, projecting a powerful, unified voice to decision makers around the world.
About Us
Founded in 1943, the Association for Supervision and Curriculum Development (ASCD) is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner.
The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Meet w/David Griffith
Location U.S. Department of Education - Jason's Office 3W315
Show Time As Busy
Purpose: To meet with David Griffith, Senior Director of Government Relations, and Deb Delisle, Executive Director. Discuss the administration's education priorities, share information about ASCD and its goals, discuss future relationship.
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	David Griffith <dgriffith@ascd.org>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: Reschedule Meet w/Office of Impact Aid
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Erin McHugh On QPRs
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Erin McHugh On QPRs
Date: May 23rd 11:30AM-Noon
Location: Jason's Office
Purpose: To prep for Quarter 2 QPR Meeting

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	McHugh, Erin <Erin.McHugh@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: Section 5005
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Section 5005
Purpose: To discuss Section 5005.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Lunch Time
Location Jason's Preference
Show Time As Busy

AMERICAN OVERSIGHT

Purpose: Jason can allocate his lunch hour as he chooses.

Categories Orange Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject SES
Location Jason's Office 3W315
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Dubose, Yolanda <Yolanda.Dubose@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject HOLD: Stakeholder Briefing
Location LBJ Barnard Auditorium
Attachments FY18 Stakeholder Briefing _Request Form_DeVos.docx
Show Time As Busy

All-
While we are awaiting a final decision from Josh Venable, we anticipate your participation in a forum with DC-based education stakeholders on Tuesday, May 23rd and wanted to make sure that this hold is on your calendar. Following remarks by Secretary DeVos, your involvement would include participating in a panel to discuss the FY18 priorities. Additional details are available in the attachment.

objattph://"
Best,
Chareese

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Chareese Ross|National Engagement Team|Office of Communications and Outreach|U.S. Department of Education|202-453-6462

Categories Red Category

Attendees

Name <E-mail>	Attendance
Ross, Chareese <Chareese.Ross@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Optional
Stratman, Karen <Karen.Stratman@ed.gov>	Optional
Honeysett, Adam <Adam.Honeysett@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Alfuth, Jon <Jon.Alfuth@ed.gov>	Optional

Time 3:00 PM – 3:30 PM

Subject Office Time

Show Time As Busy

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:15 PM – 3:30 PM

Subject MEET: Jean-Paul 15 Mins

Location Jason's Office 3W315

Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required

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	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:45 PM – 4:00 PM
Subject Jason & Joe chat
Location Joe's office
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Conaty, Joe <Joseph.Conaty@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: FLEC Public Meeting Prep
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: FLEC Public Meeting Prep
Date: May 23rd 4PM-4:30PM
Location: Jason's Office
Purpose: To understand more about FLEC.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coogan, Elizabeth <Elizabeth.Coogan@ed.gov>	Required
	Soo, David <David.Soo@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Employee Express
Show Time As Busy
Categories Yellow Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 6:30 PM – 7:30 PM
Subject TAF/PAF Alumni Network Call

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Location (b)(6)

Show Time As Busy

Please try to be on the line by 6:25 so we can make sure that everything is working. When you dial in, you should get an operator, and you should be transferred to a "green room" for call leaders. To be safe, please let the moderator know you are a call leader when you dial-in: they will have your name in advance.

Attendees

Name <E-mail>	Attendance
Kelly, Patrick <Patrick.Kelly@ed.gov>	Organizer
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Wednesday, May 24, 2017

Time 8:00 AM – 8:30 AM

Subject Transportation-JB Arranged

Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 12:00 PM

Subject Treasury FLEC

Location Treasury 1500 Pennsylvania Ave NW

Show Time As Busy

DQN3NBCCVYD (Jason confirmation code)

The meeting will be held at Main Treasury, 1500 Pennsylvania Avenue N.W. in the Cash Room.

Please plan on arriving by 8:30 a.m. in order to clear security and be seated.

When you arrive at the Main Treasury gates, please show your government-issued I.D., such as a driver's license or passport at the small gray security kiosk. They will check for your name as you have registered it and let you move forward to the Main building. Once inside, there should be an agent behind the glass to your left. Please show your I.D. to the agent. The agent will review you again and then provide you with a guest badge. Use the badge on the keypad when you go through the screening. Once you have cleared through the security scanner, the Cash Room will be directly in front of you through the brass doors. We have a Resource Table outside of the meeting room, feel free to take information from the table. General

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seating is available behind the first two rows.

Treasury staff wearing "Event Staff" badges will be available to assist you should you have questions or are unable to clear security.

The closest metro stop is McPherson Square. Take the exit marked "to the White House", and upon exiting turn left and then an immediate right. You should be traveling down Vermont Avenue, past the Department of Veteran's Administration, towards the White House. Walk past Lafayette Square and turn left. The main entrance should be ½ block to your left.

You can also use the red Metro Center stop and walk to Treasury from either F or G Street to 15th street.

Restrooms are down the hallways to your left and right, facing the Cash Room, halfway down the hall before you reach the staircase.

If you are unable to attend in person, please note that you can view the webcast online by clicking on the link below:

https://treas.yorkcast.com/webcast/Login/Register?ReturnUrl=%2Fwebcast%2FPlay%2F35f07df12fc2423fb74f8727c219ad5f1d%3Fautostart%3Dtrue

U.S. Department of the Treasury

Categories Purple Category, Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 3:30 PM
Subject jason at treasury
Show Time As Busy

Time 10:00 AM – 11:30 AM
Subject AGENDA ADDED: Town Hall #3 - SYNTHESIS (Wednesday, May 24, 2017)
Location LBJ - Barnard Auditorium
Show Time As Tentative

Colleagues,

Thanks so much for the levels of participation and engagement you contributed at last week's brainstorming Town Hall #2, and for those

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of you who provided ideas, suggestions and concerns before and since then. It has all be very helpful and useful to the process. As we prepare for tomorrow's Town Hall #3 – Synthesis, we wanted to give you a head's up for what to expect, by way of agenda. Here it is:

Agenda:

- Revisiting Town Hall Purpose
- Recap of May 18 Town Hall
- Review Process for Town Hall #3
- Table Group Discussions: Synthesis & Prioritization; Preparation for May 31 Town Hall Report-Out
- Preview Town Hall #4 (May 31): Report-out on Staff Ideas

Notes for attendees:

- All of the flipcharts with ideas from the May 18 Town Hall will be brought back to each group for the May 24 Town Hall
- If you attended the May 18 Town Hall, Partnership for Public Service staff will guide you to re-join your groups from last week
- If you did not attend the May 18 Town Hall, staff will guide you in choosing a table/topic of interest

We are making a lot of progress together—and your continued input is extremely important and helpful.

See you soon!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
EDstream (http://edstream.ed.gov/webcast/Play/d9454bfad71b4743922872142045f7a61d).

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"lori.ahmady@ed.gov as soon as possible.

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Future Meeting Dates. For planning purposes, dates and tentative dates for future OESE Town Hall Meetings and OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=month.

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
OESE All Users <_OESEAllUsers@ed.gov>	Required
Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Zawaiza, Theda <Theda.Zawaiza@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Clark, Jane <Jane.Clark@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Okahara, Kim <Kim.Okahara@ed.gov>	Optional
Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional

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Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Manitaras, Carol <Carol.Manitaras@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Medley, Joy <Joy.Medley@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Matthews, Lloyd <Lloyd.Matthews@ed.gov>	Optional
Coplin, Julie <Julie.Coplin@ed.gov>	Optional
Tate, Christopher <Christopher.Tate@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Didlo, Amie <Amie.Didlo@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Choudhary, Preeti <Preeti.Choudhary@ed.gov>	Optional

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Booth, Lindsay <Lindsay.Booth@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Reed, Almita <Almita.Reed@ed.gov>	Optional
Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
Garcia, Bernard <Bernard.Garcia@ed.gov>	Optional
Foy Moss, Rita <Rita.Foy.Moss@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Savage, Cindy <Cindy.Savage@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
Stern, Jacob <Jacob.Stern@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Hitchcock, Robert <Robert.Hitchcock@ed.gov>	Optional
Dickard, Norris <Norris.Dickard@ed.gov>	Optional
Frost, Frances <Frances.Frost@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Weiss, Nathan <Nathan.Weiss@ed.gov>	Optional
Nelson, Terry <Terry.Nelson@ed.gov>	Optional
Lund, Miriam <Miriam.Lund@ed.gov>	Optional

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Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Jaime, Ivonne <Ivonne.Jaime@ed.gov>	Optional
Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Nordahl, Nicholas <Nicholas.Nordahl@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Anderson, Claudette <Claudette.Anderson@ed.gov>	Optional
Quiroz, Michael <Michael.Quiroz@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Carr, Steven <Steven.Carr@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
McDaniel, Loretta <Loretta.McDaniel@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Pinckney, Christine F. <Christine.Pinckney@ed.gov>	Optional
Henderson, Charles <Charles.Henderson@ed.gov>	Optional
McCord-Jones, Cassandra <Cassandra.McCord-Jones@ed.gov>	Optional
Scattergood, Phyllis <Phyllis.Scattergood@ed.gov>	Optional
Yeh, Beth <Beth.Yeh@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional

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	Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
	Kesner, Paul <Paul.Kesner@ed.gov>	Optional
	Hishikawa, Maria <Maria.Hishikawa@ed.gov>	Optional
	Payne, Gail <Gail.Payne@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject reconcile calendar for next week and schedule next
Show Time As Busy

Time 2:00 PM – 3:30 PM
Subject FLEC Post Meeting
Location Treasury Grant Room 1500 Pennsylvania Ave NW
Show Time As Busy
Categories Purple Category, Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Transportation-Motor Pool
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Fw: Cross-Agency Reform: Early Learning
Location WDCFB6-7C100; Conference (b)(6)
Show Time As Tentative
You didn't attend this. Any action items related to it?

AMERICAN OVERSIGHT

From: Ryder, Ruth
Sent: Wednesday, May 24, 2017 3:09 PM
To: Johnston, Michael; Coxen, Carrie
Subject: Cross-Agency Reform: Early Learning
When: Wednesday, May 24, 2017 4:30 PM-5:00 PM.
Where: WDCFB6-7C100; Conference Call: 866-804-3181; Passcode: 3415555#

Attendees

Name <E-mail>	Attendance
Ryder, Ruth <Ruth.Ryder@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

(b)(6)

Su
Show Ti

Thursday, May 25, 2017

Time 8:30 AM – 9:00 AM
Subject Carrie picks Jason up and drives to Ashburton
Location Premier Motors Service, 309 Howard Ave Ste G, Rockville, MD 20850
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 10:00 AM
Subject School Visitation Ashburton Elementary
Location Ashburton Elementary School MCPS
Attachments OESE Event Request Form- External ED in the Field School Visit 5.25.17.docx
Show Time As Busy

RUN OF SHOW:

Our Team:
Jean-Paul Cadet, Principal Ambassador Fellow-Office of the Secretary
Jason Botel, Acting Assistant Secretary for Elementary and Secondary Education
Carrie Coxen, Assistant to Acting Assistant Secretary for Elementary and Secondary Education
Gillian Cohen-Boyer, Director-Teach to Lead- Office of Communications and Outreach

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Celeste Rodriguez-Jensen, Teacher Liaison- Office of Communications and Outreach
KimOanh Nguyen-Lam, Program Director-Office of English Acquisition
Nancy Paulu, Writer/Editor-Office of Communications and Outreach
Jane Wall, Intern- Office of Communications and Outreach
Fredericka Holt, Intern- Office of the Secretary

Our Agenda:

9:00am-9:05am Arrival Main Office

9:05am-9:15am Check In

9:15am-9:45am Meet with the Leadership Team
· School Profile
· Instructional Programming
· School Improvement Planning
· Leadership Talks
o What can make your job easier?
o With constraints in mind, what resources are on your wish list?
o Are there any areas of need that your school has that we can help support?
o How do you celebrate your teachers/staff?
o How do you inspire/support emerging leaders in your school?

9:45am-10:00am Meet with PTA President
· Parents Talks
o What drew you to the school?
o What keeps you here?
o What issue is most important to you, in regards to your child's education and school?
o What is your role in your school or education community? How did you get started and make the connections necessary for meaningful involvement?
o What barriers/restrictions do you face in being more involved in your child's school?
o What do you need as a parent/guardian/family member to better support your child in school?

10:00am-11:00am Classroom Visits

11:00am-11:30am Roundtable Talks – Pre-K thru 5th Grade Teachers (12)

· Teachers Talks
o What drew you to the school?
o What keeps you here?
o What are challenges unique to grades?
o Where do you go for your professional learning?
o What keeps you from burning out?
o What's on your wish list for your classroom and school?
o How are you a leader in the school or district?

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11:30am-12:00pm Roundtable Talks – 3rd Grade Students (10)
· Student Talks
o What drew you to the school?
o What keeps you here?
o What issue is most important to you, in regards to your education and school?
o What do you need to be a better student and to be successful in school?
o Tell me about something you've enjoyed learning this year?
o How has your school culture improved since you have been in school?
o What have your teachers and peers done?

12:00pm-12:15pm Closure and Questions

Type of School: Traditional Public School
School: Ashburton Elementary School (MCPS)
Visitation Date: Thursday, May 25th (9am-1pm)
Team Lead: Kimoanh Nguyen-Lam, HYPERLINK "mailto:Kimoanh.Nguyen-Lam@ed.gov" Kimoanh.Nguyen-Lam@ed.gov

Components of a School Visit

· Classroom visits
o Identify pre-existing classroom visitation protocol(s)
o Minimum 8-10 minutes per class
o Minimum 3 classes per visit
· Roundtables
o Principals
o Teachers
o Parents
o Students

OESE Event Request Form

Categories Purple Category

Time 10:00 AM – 10:30 AM
Subject Carrie drives jason back to premier
Show Time As Busy
Categories Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Carrie and jason drive to LBJ separately
Show Time As Busy

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Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Conference approvals by the Deputy Secretary (DS) delegate
Location Jason's Office 3W315
Attachments Quick Reference Guide on Conference Approvals.pdf
Show Time As Busy

Meeting Name: MEET: Conference approvals by the Deputy Secretary (DS) delegate
Date: May 25th 11:30AM-Noon
Location: Jason's Office
Purpose: Urgency Approval for the below items.

Office of State Support (OSS) Technical Assistance Meeting, Base year –
First State Assessment Meeting - Base Year
Second State Assessment Meeting - Base Year

MATERIALS:

^The email attachment provides more context for the three approval items above.

QUICK REFERENCE GUIDE ON CONFERENCE APPROVALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ashe, Anya <Anya.Ashe@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject Title II, Part A Briefing
Location WDCFB6-2W240-20 (Managed)

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Attachments leasurveyfundsrpt82016.pdf
seasurveyfundsrpt82016.pdf
Title I Title II Implemenation Study.pdhighlights.poj.docx
Title IIA briefing summary 5-25-17.docx

Show Time As Busy

Meeting Name: Title II, Part A Briefing
Time: May 25TH 1PM
Location: WDCFB6-4C100
Agenda: What the briefing should cover:
1. Overview of Title II, Part A
2. Changes between NCLB and ESSA
3. Allowable uses of funds
4. Are there parameters that ED can place on use of funds
5. Do we have any information about effective practices and use of Title II funds

Conference Call Information Jason Botel:
(b)(6)

MATERIALS:

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Briggs, Ashley <Ashley.Briggs@ed.gov>	Required
Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Lagaard, Soren <Soren.Lagaard@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Goff, Jessica <Jessica.Goff@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource

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Time 2:00 PM – 2:45 PM
Subject HOLD: Department of Education Staff Budget Briefing
Location LBJ Barnard Auditorium
Show Time As Busy
Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

Attendees

Name <E-mail>	Attendance
Ross, Chareese <Chareese.Ross@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Alfuth, Jon <Jon.Alfuth@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Optional
Stratman, Karen <Karen.Stratman@ed.gov>	Optional
Honeysett, Adam <Adam.Honeysett@ed.gov>	Optional
Smith, Richard <Richard.Smith@ed.gov>	Optional
Ham, Holly <Holly.Ham@ed.gov>	Optional
Poirier, Kylie <Kylie.Poirier@ed.gov>	Optional
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Optional
Cook, Karolyn <Karolyn.Cook@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject FY 2018 Budget Briefing for ED Employees
Location Barnard Auditorium and on Mediasite and EDstream

AMERICAN OVERSIGHT

Show Time As Busy

On Thursday, May 25, at 2 pm ET, employees are invited to attend a briefing covering the Administration's Fiscal Year 2018 budget request for the U.S. Department of Education.
The briefing will be held in LBJ Auditorium and may also be watched online (links are below), with live captioning.
Erica Navarro, Director, Budget Service will outline the budget request that will be considered by Congress. A question-and-answer session with Budget Service officials will follow the presentation.

If you have problems with Mediasite or EDstream, please call the Help Desk at 202-708-4357.
MEDIASITE INSTRUCTIONS:
For employees working inside ED buildings, use Internet Explorer to access HYPERLINK "http://mediasite.ed.gov/Mediasite/Play/966367b54cc44582a88fd3718c0bda6d1d?catalog=f9af039e-2ea3-4efb-9e35-f87c3777de0b"Mediasite at this link.
EDSTREAM INSTRUCTIONS:
For teleworkers, this event also will air on HYPERLINK "http://edstream.ed.gov/webcast/Play/7af45ccfd89848f99aca02a56220f2d11d"EDstream at this link.
You cannot access EDstream while logged into gotowork.ed.gov or Aventail/Citrix. (You may be able to see the event, but you will not be able to hear it.) You must open a browser outside of Aventail/Citrix, preferably in Internet Explorer, and then go to the link provided.

Categories Red Category

Attendees

Name <E-mail>	Attendance
ED Internal Communications <EDInternalCommunications@ed.gov>	Organizer
All Exchange Users <All_Exchange_Users@ed.gov>	Required
Frank Heisler <FHeisler@spear-inc.net>	Optional
Richard Pineda <rpineda@spear-inc.net>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Sinclair, Francine <Francine.Sinclair@ed.gov>	Optional
Anyanime Ekpo <aekpo@r3consulting.com>	Optional
Brian Lewis <brianlewis@kpmg.com>	Optional
Chris Hutchinson <chutchinson@kpmg.com>	Optional
Hutchinson, Christopher (Contractor) <Christopher.Hutchinson@ed.gov>	Optional

AMERICAN OVERSIGHT

Jeff Cullen <jcullen@r3consulting.com>	Optional
Lauren Maxwell <lmaxwell@r3consulting.com>	Optional
Maxwell, Lauren (Contractor) <Lauren.Maxwell@ed.gov>	Optional
Vishal Desai <vndesai@kpmg.com>	Optional
Morgan, Earl <Earl.Morgan@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Young, Claudette <Claudette.Young@ed.gov>	Optional
Quezada, Athena <Athena.Quezada@ed.gov>	Optional
Harris, Sharon <Sharon.Harris@ed.gov>	Optional
Woerner, Stephanie (Contractor) <Stephanie.Woerner@ed.gov>	Optional
'Dana' <dlcsays@comcast.net>	Optional
Goetz, Braden <Braden.Goetz@ed.gov>	Optional
Miller, Sharon Lee <Sharon.Miller@ed.gov>	Optional
Coro, Christopher <Christopher.Coro@ed.gov>	Optional
Glenn, Beatrice <Beatrice.Glenn@ed.gov>	Optional
Crider, Richie <Richie.Crider@ed.gov>	Optional
Lewis, Darrin <Darrin.Lewis@ed.gov>	Optional
B. York <beatriz.york@hotmail.com>	Optional

Time	3:30 PM – 4:00 PM
Subject	Follow up briefing on Indian Education
Location	Deputy Secretary's Office
Attachments	Briefing Deck ED-Interior 4-13-2017.pptx NIES_Release Slides_for OESE Briefing_4.12.17.pdf ED-Interior Briefing Document 5-24-2017 (3).docx
Show Time As	Busy

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Updated date & time due to travel.

NIES_Release Slides_for OESE Briefing_4.12.17.pdf objattph://" objattph://"

Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject Holly/Jason B. Meeting
Location Holly's Office
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Ham, Holly <Holly.Ham@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Friday, May 26, 2017

T (b)(6)
Sub
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject OSS Update
Location Jason's office Rm 3W315
Attachments Delib Memo--ELP Assessments May 25 2017.docx
Deliberative Memo--RLA assessments MN and CO--051617 pr.docx
Show Time As Busy

Please see attachments:

Please see call-in information:

(b)(6)

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Bentley-Memon, Millicent <Millicent.Bentley-Memon@ed.gov>	Required
	Calderon, Brenda <Brenda.Calderon@ed.gov>	Required

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
	Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
	Wright, Cynthia <Cynthia.Wright@ed.gov>	Optional
	Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
	Butler, James <James.Butler@ed.gov>	Optional
	Peasley, Donald <Donald.Peasley@ed.gov>	Optional
	Rigling, Kay <Kay.Rigling@ed.gov>	Optional
	Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional

Time 10:30 AM – 11:00 AM
Subject MEET: Larsen Letter
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Larsen Letter
Date: May 26th 10:30AM-11AM
Location: Jason's Office
Purpose: To discuss Rep. Larsen letter.

NOTE: Carrie will hand group the clearance letter.

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Bentley-Memon, Millicent <Millicent.Bentley-Memon@ed.gov>	Required

---

Time 11:00 AM – 11:30 AM

AMERICAN OVERSIGHT

Subject MEETING: Udeitha Srimushnam 50 CAN
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Udeitha Srimushnam 50 CAN
Date: May 26th 11AM
Location: Jason's Office
Purpose: TBD

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: BTS Tour
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: BTS Tour
Date: May 26th 11:30AM-Noon
Location: Jason's Office
Purpose: To discuss BTS Tour for BDV.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: Puerto Rico Title I, Part D
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: Puerto Rico Title I, Part D
Date: May 26th Noon-12:30PM
Location: Jason's Office 3W315
Purpose: To discuss Puerto Rico Title I, Part D adjustment and recent discussion with OSS

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Stephenson, Todd <Todd.Stephenson@ed.gov>	Required
Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional
Anderson, Michael (OGC) (Michael.Anderson@ed.gov) <Michael.Anderson@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional

---

Time 1:00 PM – 1:30 PM
Subject MEETING: CALL-Scott Barron-School Growth
Location (b)(6)
Attachments School Growth Foundation Brochure 1.2.pdf
Show Time As Busy

Meeting Name: MEETING: Scott Barron-School Growth
Date: May 26th 1PM-1:30PM
Location: Jason will call (b)(6)
Purpose: DCR request

MATERIALS:

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

(b)(6)

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Show Ti

AMERICAN OVERSIGHT

(b)(6)

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Lieth, Anna <Anna.Lieth@ed.gov>	Required
	Doggett, Libby <Libby.Doggett@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Murphy, Ariel <Ariel.Murphy@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Lakin, Drew <Drew.Lakin@ed.gov>	Required
	Whalen, Ann <Ann.Whalen@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Amerikaner, Ary <Ary.Amerikaner@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Duran, Maribel <Maribel.Duran@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Crosscutting Indian Education
Location Jason's Office 3W315
Attachments Reform - Federal Employee Idea Submission Template.docx
Show Time As Busy

Meeting Name: MEET: Crosscutting Indian Education
Date: May 26th 1:30PM-2PM
Location: Jason's Office
Purpose: To meet on crosscutting efforts as it relates to Indian Education.

AMERICAN OVERSIGHT

MATERIALS:

Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Eichner, Jill <Jill.Eichner@ed.gov>	Required
	Pasternak, Sharone (Sharone.Pasternak@ed.gov) <Sharone.Pasternak@ed.gov>	Optional

---

Time 2:15 PM – 2:30 PM
Subject BRIEFING: JV
Show Time As Busy
>> 1. Proposal for resolution for bureau of Indian education situation
2. Going to congress re pr
>> 3. The future of OESE and OII
>>
Categories Blue Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:15 PM – 2:30 PM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category

Attendees	Name <E-mail>	Attendance
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject MEET: EL & JB
Location Ebony's Office
Show Time As Busy

Meeting NAME: MEET: EL & JB
Date: May 26th 3:30PM-4PM
Location: Ebony's Office
Purpose: To discuss OII and Chris Rinkus.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 3:30 PM – 3:45 PM
Subject Daily Wrap Up
Show Time As Busy
Categories Yellow Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Monday, May 29, 2017

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy

[X]

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Tuesday, May 30, 2017

Time 10:30 AM – 11:00 AM
Subject BIE: Regarding Negotiated Rule Making/Jim Cason and Tony Dearman
Location Jason's Office (3W315)
Attachments Draft Amendment to BIE ED MOA - sent to ED for review 05192017 (2).docx
Prep Notes for ED BIE Meeting on 05.30.17.docx
Show Time As Busy

Regarding: Negotiated Rule Making – w/Jim Cason and Tony Dearman

*Please see call in information:

(b)(6)

MATERIALS:

INTERNAL ED MEETING SUPPORT
From: Salley, Robert
Sent: Friday, May 26, 2017 8:01 AM
To: Chism, Monique
Subject: BIE Interim MOA & Prep Notes For Meeting with Phil

Hi Monique

Attached is the current draft of the MOA. Please note that OGC flagged that under Section IV.C.4., we need to change BIE's reference to the Jan. 13 letter to the new April 10 letter.

Three elements in the MOA that OGC raised may trigger tribal consultation:

· Section III.B—The timeline for neg reg
· Section IV.C—Accountability provisions for BIE in the interim
· Section III.D—Provisions related to new tribal waivers

In regards to Section III.D—yesterday you mentioned in the meeting with Josh that we would not want to entertain new waivers. BIE has written this in the agreement and Jill flagged this as item that she want to convene with us on around a process point. If we don't want to entertain waivers, we would want to strike this from the MOA.

Points for meeting with Phil

· ACS Directive on Consultation—30 days notice and the subsequent comment period. If following the specific policy, this cannot done before July 1, 2017

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· BIE indicated these changes to the MOA does not need to go out for Tribal Consultation on their end
· Your meeting with Jim Cason (transition team leader) and Tony Dearman (Director of BIE) is scheduled for May 30th at 10 a.m. (phone call).

Thanks,

Robert

Robert Salley
Education Program Specialist
U.S.Department of Education
Office of Elementary and Secondary Education | Office of State Support
400 Maryland Ave. SW | Rm. 3E114 | Washington, DC 20202
HYPERLINK "mailto:robert.salley@ed.gov|" robert.salley@ed.gov| 202.453.5719

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
gareth_rees@ios.doi.gov <gareth_rees@ios.doi.gov>	Required
Juanita.Mendoza@BIE.EDU <Juanita.Mendoza@BIE.EDU>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Optional
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject MEETING: AL Pre-Meet before Skype Call
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEETING: AL Pre-Meet before Skype Call
Date: May 30th 11AM-11:30AM
Location: Jason's Office
Purpose: Pre-meet for substance before Alabama state call about assessments on June 1st.

AMERICAN OVERSIGHT

Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Putney, LaTisha <Latisha.Putney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

---

Time 11:30 AM – 12:00 PM
Subject Meet With Chris
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:15 PM
Subject CALL Gillum about ESSA
Location Phone Call
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Office Time

AMERICAN OVERSIGHT

Show Time As	Busy
Categories	Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	1:00 PM – 2:00 PM
Subject	P-12 Quarterly Performance Review
Location	1W128 or Dial-in: 877-675-1726 Access: 138-1004
Attachments	Quarterly_Metrics_MidYear_2017.pdf Goal4_Performance_FY14-16_Trend.pdf Goal3_Performance_FY14-16_Trend.pdf Goal2_Performance_FY14-16_Trend.pdf ED_Performance_FY14-16_Trend.pdf 2014-15_APR_Performance_Benchmarking_CFOActAgencies.pdf Q2FY17_FY14-18SPLinkedtoFY18-22SP.pdf QPR_FY17_Data_Call_Timeline.pdf P-12 Goals QPR Agenda_May 2017.pdf The Role of Parent and Student Information in Expanding Educational Oppo....docx
Show Time As	Busy

Update 5/30 – for those of you on the phone, the IES will be reviewing this handout during today's meeting. Handouts will be provided in the room. Thank you!
P-12 Goals QPR Agenda_May 2017.pdf

Hello! Please see attached for pre-read materials for the Quarterly Performance Review (QPR) on P-12 (HYPERLINK "https://www2.ed.gov/about/reports/strat/plan2014-18/strategic-plan.pdf"FY14-18 Goals 2-4 // FY18-22 Proposed Goal 1).
We will NOT be reviewing these documents in detail during the meeting. However, given the purpose of this meeting is to conduct a strategic review of ED's performance, these materials are provided for your reference and preparation for the discussion.
Attached are:

The QPR agenda – Recommend reviewing in advance as this document includes identified topics for discussion in the Q2 data call.
2014-15 APR Performance Benchmarking – Provides benchmarking that shows how ED has performed on its Strategic Plan (SP) compared to how other CFO Act agencies perform on their SPs.
ED Performance FY14-16 Trend – Provides the overall snapshot of the portfolio both from a metrics and progress assessment perspective.
Goal Handout – Provides the same as the overall trend (above bullet) except it is specific to the goal.
Quarterly metrics performance to date – Provides information on quarterly performance metric data as of Q2.
Q2 FY17 FY-18 SP Linked to FY18-22 SP – Identifies connections

AMERICAN OVERSIGHT

between the current SP and the proposed framework for the FY2018-22 SP.
Data call timeline – For reference.

2014-15_APR_Performance_Benchmarking_CFOActAgencies.pdf Goal2_Performance_FY14-16_Trend.pdf Goal4_Performance_FY14-16_Trend.pdf QPR_FY17_Data_Call_Timeline.pdf objattph://" objattph://" objattph://" objattph://" objattph://"

Attendees	Name <E-mail>	Attendance
	McHugh, Erin <Erin.McHugh@ed.gov>	Organizer
	Maraj, Ashley <Ashley.Maraj@ed.gov>	Required
	Ingram, Geyssie <Geyssie.Ingram@ed.gov>	Required
	Juengst, Phillip <Phillip.Juengst@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Brock, Thomas <Thomas.Brock@ed.gov>	Required
	McLaughlin, Joan <Joan.McLaughlin@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Clark, Jane <Jane.Clark@ed.gov>	Required
	Tate, Christopher <Christopher.Tate@ed.gov>	Required
	Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Required
	Lettvin, Ellen <Ellen.Lettvin@ed.gov>	Required
	Cordes, Bill <Bill.Cordes@ed.gov>	Required
	Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
	Anand, Supreet <Supreet.Anand@ed.gov>	Required

AMERICAN OVERSIGHT

Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Wexler, Rob <Rob.Wexler@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Logan-Friend, Jocelyn <jocelyn.logan-friend@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Kavulic, Christy <Christy.Kavulic@ed.gov>	Required
Minami, Kristine <Kristine.Minami@ed.gov>	Required
Morgan, Earl <Earl.Morgan@ed.gov>	Required
Bergstrom, Peter <Peter.Bergstrom@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Silverberg, Marsha <Marsha.Silverberg@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Stein, Charlotte <Charlotte.Stein@ed.gov>	Required
Williams, Cheron <Cheron.Williams@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Optional
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
Frost, Frances <Frances.Frost@ed.gov>	Optional

Time	2:00 PM – 3:00 PM
Subject	meeting with WI First Lady Tonette Walker
Location	Secretary's Conference Room
Attachments	WI FL Walker Trip to DC 0530 0531.docx OS Meeting Request Form_WI FL Visit_5-30.docx
Show Time As	Busy

Following our phone conversation, I wanted to make sure we got the details written down. I know that you will still need to verify the time

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for the event so please let us know as soon as you can.

The information for the event, as I understand it, can be found below:

Request: Wisconsin First Lady Tonette Walker is interested in meeting with the US Dept. of Ed. team about trauma-informed care (TIC), specifically:

- Overview of TIC activities within the WI Dept. of Public Instruction
  - Website – learning modules
  - Geographic spread
  - SAMHSA grants
- Cooperative Educational Service Agencies (CESA) activities

Related Article: http://www.huffingtonpost.com/entry/58cc1c23e4b0537abd95703f

Suggested Date/Time: May 30th from 2:00-3:00 p.m.

Special Guest: Secretary Betsy DeVos (can only attend for 10-15 mins)

Attendees:

David Esquith: Director of the Office of Safe and Healthy Students
Stanley Buchesky: Department of Education leadership team member and Beachhead CFO
Adam Honeysett: Director of State and Local Engagement
And possibly myself, Cody Reynolds: Liaison for Intergovernmental Affairs
Attached to this email are bios for First Lady Walker and her Staff that will be joining her

OS Meeting Request Form_WI FL Visit_5-30.docx

Meeting Location: U.S. Department of Education, Lyndon B. Johnson Building
400 Maryland Ave SW, Washington D.C. 20202
Room #: Secretary's Conference Room

I have CC'ed all individuals to be included in the meeting on this email. Please let me know if you have any additional questions or concerns.

I have also included the Meeting Request form here:
objattph://"

Categories Red Category

Attendees

Name <E-mail>	**Attendance**
Reynolds, Cody <Cody.Reynolds@ed.gov>	Organizer
Newman, Jessica <Jessica.Newman@ed.gov>	Required

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Botel, Jason <Jason.Botel@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required

Time 2:30 PM – 2:45 PM
Subject Drop by Meeting with Fostering Futures and Trauma Informed Care and Wisconsin First Lady Tonette Walker
Location Secretary's Conference Room
Show Time As Busy

2:30 p.m. – DROP BY: MEETING WISCONSIN FIRST LADY TONETTE WALKER
2:45 p.m. Location: LBJ Department of Education Building
Room: Secretary's Conference Room
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Cody Reynolds
Cell: 202-256-6827
Format: Meeting drop by
Attendees:
Staff: Stanley Buchesky, Cody Reynolds, David Esquith, Jason Botel
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject BRIEFING: Meet w/Dr. Bjorn Lomborg
Show Time As Busy

About Bjorn Lomborg

Dr. Bjorn Lomborg is president of the Copenhagen Consensus Center and visiting professor at Copenhagen Business School. The Copenhagen Consensus Center is a think-tank that researches the

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smartest ways to do good. For this work, Lomborg was named one of TIME magazine's 100 most influential people in the world. His numerous books include "The Skeptical Environmentalist", "Cool It", "How to Spend $75 Billion to Make the World a Better Place" and "The Nobel Laureates' Guide to the Smartest Targets for the World 2016-2030."

Via his website

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Meet w/Dr. Bjorn Lomborg
Location U.S. Department of Education - Jason's Office 3W315
Attachments American Education Priorities One Pager.pdf
Show Time As Busy

Purpose: Meet with Dr. Bjorn Lomborg regarding the "American Education Priorities".

Materials:

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Matt Draper <matt@copenhagenconsensus.com>	Required
matt@lomborg.com <matt@lomborg.com>	Optional

Time 3:30 PM – 4:00 PM
Subject Check-In w/Hoang Murphy
Location Jason's Office - 3W315
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Murphy, Hoang <Hoang.Murphy@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM

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Subject MEETING: Michael Casserly Council of Great City Schools
Location Jason's Office 3W315
Attachments Casserly OESE_Meeting_Request.docx
Show Time As Busy

Meeting Name: MEETING: Michael Casserly Council of Great City Schools
Date: May 30th 4PM-4:30PM
Location: Jason's Office
Purpose: Initial meeting to develop working relationship around shared interests.

Agenda:
Introductions
Essa Implementation
Title I formula projections
ESSA regulations
Shared priorities

Participants:
Michael Casserly [Executive Director-Council of the Great City Schools]
Jeff Simering [Director of Legislation-Council of Great City Schools – lobbyist]
Manish Naik [Manager of Legislation-Council of Great City Schools – lobbyist]

Original Meeting Request:

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject notes for political scheduling mtg

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Show Time As Busy

Any update on bts tour?

Time 5:30 PM – 6:00 PM

Subject notes for sr ldrshp mtg

Show Time As Busy

Career feedback re weekly Monday 11:30 meeting

Wednesday, May 31, 2017

Time All Day

Subject TRAVEL to Raleigh/Durham (Learning Forward)

Attachments Speaking Event Request Form.doc
Partners.docx

Show Time As Out of Office

Monique office phone: 202-260-1824

Thank you for the bio. Friday, May 26 at 11:00 is great. My phone number is 803-422-6363. I'm also happy to call Monique if you'll provide me with a number that's best for her. Thanks so much for your help.

Janice Poda

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time All Day

Subject OOO - Monique

Show Time As Free

(b)(6)

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time 8:00 AM – 2:00 PM
Subject Jason Offsite
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Tech Test Run Prior To Alabama Super Skype Call
Location WDCFB6-3W336 For Ed Staff
Show Time As Tentative

....
.....
à HYPERLINK "https://meet.lync.com/usdedeop/jason.botel/HLVHRV
NC"Join Skype Meeting
Trouble Joining? HYPERLINK
"https://meet.lync.com/usdedeop/jason.botel/HLVHRV NC?sl=1"Try
Skype Web App

HYPERLINK "http://go.microsoft.com/fwlink/?LinkId=389737"Hel p

[!OC([1033])!]
....
.....

Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Nataniel, Luis <Luis.Nataniel@ed.gov>	Required
Chin, David <David.Chin@ed.gov>	Required
epatton@ALSDE.edu <epatton@ALSDE.edu>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

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Hayes Cheri <chayes@ALSDE.edu>	Optional
Hooks Nikkesha <nhooks@ALSDE.edu>	Optional
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time 1:30 PM – 3:00 PM
Subject Town Hall #4 - PREVIEW
Location LBJ Barnard Auditorium
Show Time As Busy

Subject: Town Hall #4 - PREVIEW (Wednesday, May 31, 2017)

Dear OESE Team,

Thank you again to everyone who participated in the May 24 Town Hall, which focused on synthesizing ideas generated from the May 18 brainstorming sessions. I observed some productive discussions at the table groups. We recognize that some of you were unable to attend due to scheduling conflicts and hope you'll be able to join us again on May 31.

Next Town Hall: Preview! May 31st, 1:30pm to 3:00 pm
Each group will report-out on three to four ideas generated during the brainstorm process
Q&A with OESE Leadership
Review process for sharing all ideas from Town Hall process with all-staff
Review opportunities for additional input and approach for furthering development of ideas shared for implementation

May 24 Town Hall Attachments:
Slide deck
Discussion guide for Synthesis and Prioritization

We are making a lot of progress together—and your continued input is extremely important and helpful.
See you on the 31st!

Mark
****
LOGISTICS AND REMINDERS:
Remote Viewing. Staff can view the meeting remotely with live captioning through:
Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
EDstream (http://edstream.ed.gov/webcast/Play/04177fdc0f7142d7b13521093ad2c11d1d).
If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

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Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov" lori.ahmady@ed.gov as soon as possible.

Future Meeting Dates. For planning purposes, dates and tentative dates for future OESE Town Hall Meetings and OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Optional
	Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
	Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
	Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Optional
	Lieth, Anna <Anna.Lieth@ed.gov>	Optional
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
	Tate, Christopher <Christopher.Tate@ed.gov>	Optional
	Nunez, Mario <Mario.Nunez@ed.gov>	Optional
	Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
	Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
	Warner, Delores <Delores.Warner@ed.gov>	Optional
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
	Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
	Hunter, Tina <Tina.Hunter@ed.gov>	Optional

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Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Stephenson, Todd <Todd.Stephenson@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Scott, Tracey <Tracey.Albert@ed.gov>	Optional
Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Edwards, Jacqueline <Jacqueline.Edwards@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Matthews, Lloyd <Lloyd.Matthews@ed.gov>	Optional
KyserPegram, Carlette <Carlette.KyserPegram@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Henderson, Charles <Charles.Henderson@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Garcia, Bernard <Bernard.Garcia@ed.gov>	Optional
Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional

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	Schulz, Eric <Eric.Schulz@ed.gov>	Optional
	Johnson, Lynyetta <Lynyetta.Johnson@ed.gov>	Optional
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
	Frost, Frances <Frances.Frost@ed.gov>	Optional
	Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
	Clark, Jane <Jane.Clark@ed.gov>	Optional
	Weiss, Nathan <Nathan.Weiss@ed.gov>	Optional
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
	Eldridge, Peter <Peter.Eldridge@ed.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject NUL Follow Up Reminder
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:45 PM – 3:15 PM
Subject HOLD: MEET: Gillum
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Meet with Chris

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Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

S (b)(6)
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: CC & JB Tech Time - Do Not Move
Location Jason's Office
Attachments CSPA Course 2 - Emailing SPII Information Due 6.1.2017.pptx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Carrie & Jason Check In/REACH PLAN For Carrie
Show Time As Busy

1. How are you feeling?
2. what feedback do you have for me?
3. what kind of feedback would be helpful to you?
4. The deadline sheet
5. Please make this appointment recurring
6. Scheduling

A. Office time
B. Times for me to attend program office meetings
C. State chief calls

CC Reminders:
Talking Points/Slidedecks
OESE Front Office Meeting

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Clearances
CREDO

Categories Yellow Category, Green Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Calendar Calendar
Thursday, June 01, 2017 – Friday, June 30, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

June 2017

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Busy Tentative Out of Office Free Outside of Working Hours

June 2017

Thu, Jun 01

All Day	OOO - Monique Chism, Monique
All Day	TRAVEL to Raleigh/Durham (Learning Forward) Chism, Monique
	(b)(6)
Before 5:30 PM	(b)(6)
8:45 AM – 9:15 AM	Follow up meeting on OII 7W315 Venable, Joshua
9:15 AM – 9:30 AM	Office Time Botel, Jason
9:30 AM – 11:00 AM	AL State Super Skype Extended Meeting 3W336-Ed Staff// Skype Platform-AL Staff Botel, Jason
12:30 PM – 1:00 PM	Lunch Hour Jason's Preference
12:30 PM – 1:00 PM	MEET: Chat with Gillum Botel, Jason
1:00 PM – 1:30 PM	BRIEFING: MEETING Roza Botel, Jason
1:00 PM – 1:30 PM	Meeting with Marguerite Roza- Director, Edunomics

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Lab Georgetown University
Ebony's Office
Lee, Ebony

1:30 PM – 2:00 PM Office Time-Hearing Pre-Prep
Botel, Jason

1:30 PM – 2:00 PM DO NOT REMOVE BUT CANCELLED-BRIEFING: Cheryl Borden
Jason's Office 3W315
Botel, Jason

2:00 PM – 3:00 PM Regulatory Review Task Force Meeting
Secretary's Conference Room (OS Managed)
Eitel, Robert

2:00 PM – 3:30 PM Hearing Prep
Barnard Auditorium
DeVos, Betsy

4:00 PM – 4:30 PM Office Time
Botel, Jason

4:30 PM – 5:00 PM CC REACH PLAN DUE
Botel, Jason

4:30 PM – 5:00 PM Daily Debrief
Botel, Jason

Fri, Jun 02

All Day OOO - Monique
Chism, Monique

All Day (b)(6)

All Day

All Day

All Day

10:00 AM – 10:15 AM Weekly Update: Jason Botel
7W315
Venable, Joshua

10:30 AM – 11:00 AM BRIEFING: MEETING: Communities in Schools
Botel, Jason

10:30 AM – 11:00 AM MEETING: Communities in Schools
Jason's Office 3W315
Botel, Jason

11:00 AM – 11:30 AM MEETING: Success For All-Dr. Slavin
Jason's Office 3W315
Botel, Jason

11:30 AM – 12:00 PM MEETING: Paige Heimark Lit Life PD
Jason's Office 3W315

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Botel, Jason

12:00 PM – 12:30 PM MEETING: Singer Crawford
Jason's Office 3W315
Botel, Jason

12:30 PM – 12:45 PM MEET: OESE Conferences & Jason's Plan
Jason's Office 3W315
Botel, Jason

1:00 PM – 2:30 PM MEET: OSS Consolidated State Plan Peer Review Feedback
WDCFB6-3C100
Botel, Jason

2:30 PM – 3:00 PM Indian Education topics
Phil's office 6E337 or use 866-774-3196 for a call in.
The participant code is: 7515008
Rosenfelt, Phil

3:00 PM – 3:45 PM Hearing Prep- Check in
Barnard
Lee, Ebony

3:45 PM – 4:15 PM MEET: OSS Weekly Check In
Jason's Office
Botel, Jason

4:00 PM – 4:30 PM Daily Debrief
Botel, Jason

4:30 PM – 5:00 PM reconcile calendar for next week and schedule next

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Sat, Jun 03 – Sun, Jun 04

All Day (b)(6)

All Day

Mon, Jun 05

All Day (b)(6)

All Day

All Day

11:00 AM – 11:30 AM JB Email Time
Botel, Jason

12:00 PM – 12:15 PM MEET: Holly & Jason
Jason's Office
Botel, Jason

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■	12:30 PM – 1:00 PM	MEETING: Dr. Keller-Military Child Education Coalition Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:30 PM	MEET: Chris/Jason Discussion on Reform Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:30 PM	Office Time Botel, Jason
■	2:30 PM – 5:00 PM	Hearing Prep Barnard Auditorium DeVos, Betsy
■	4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory
■	5:00 PM – 5:30 PM	Reminder to CC & JB on Travel Botel, Jason
■	5:00 PM – 6:00 PM	Office Time Botel, Jason
■	5:30 PM – 6:00 PM	Daily Debrief Botel, Jason

Tue, Jun 06

☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 10:30 AM	(b)(6)
☐	**10:30 AM – 11:00 AM**	**Free**
■	11:00 AM – 11:30 AM	MEETING: Education First-Sarah McLean Jason will call Sarah, 443.240.0765 Botel, Jason
■	11:30 AM – 12:00 PM	huddle to prep for meeting with Holly jason's office Botel, Jason
■	12:00 PM – 1:00 PM	OESE Conferences WDCFB6-2W214-50 | 866-916-1112 PC: 9067223 Ham, Holly
☐	**1:00 PM – 2:00 PM**	**Free**
■	2:00 PM – 2:30 PM	MEET- Follow Up on DCA Program Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	Office Time Botel, Jason
■	3:00 PM – 3:30 PM	MEET: OII Structure Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	CALL: MD State Sen. Rosapepe

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		Phone Call Botel, Jason
	4:00 PM – 4:30 PM	MEET: BIE MOU Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	MEET: CCSSO Ratable Reduction Qs Jason's Office 3W315 Botel, Jason
	5:00 PM – 5:30 PM	Daily Debrief Botel, Jason
	After 5:30 PM	**Free**

Wed, Jun 07

	Before 8:30 AM	**Free**
	8:30 AM – 9:30 AM	**Free**
	9:30 AM – 10:30 AM	Office Time Botel, Jason
	10:30 AM – 11:00 AM	MEET: OII Jason's Office Botel, Jason
	11:00 AM – 11:30 AM	Title IV National Activities 5W313 Navarro, Erica
	11:30 AM – 12:00 PM	BRIEFING: MEET: ARG Botel, Jason
	11:30 AM – 12:00 PM	Meeting with Aimee Rogstad Guidera, President and CEO, Data Quality Campaign Office of the Secretary DeVos, Betsy
	12:00 PM – 12:30 PM	MEETING: PDE's Title I allocation process Jason's Office 3W315 Botel, Jason
	12:30 PM – 1:15 PM	**Free**
	1:15 PM – 1:45 PM	Meeting with National Association of Charter School Authorizers Office of the Secretary DeVos, Betsy
	1:45 PM – 2:30 PM	**Free**
	2:30 PM – 3:00 PM	MEET: P. Kelly TAF/PAF Alum Debrief Call Jason's Office Botel, Jason
	3:00 PM – 3:30 PM	meet wtih Kevin Chavous holiday inn
	3:30 PM – 4:00 PM	MEET: Jason and Chareese on NUL QA Draft/DCA Jason's Office 3W315 Botel, Jason

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	4:00 PM – 4:30 PM	**Free**
	4:30 PM – 5:00 PM	Prep-call for NLC's EPAN session: Federal Policy Landscape on K-12, Postsecondary and Workforce Success (267) 930-4000 Access Code: 917 040 218 Miles Sandler
	5:00 PM – 5:30 PM	MEETING: Dan Weisberg TNTP Jason's Office 3W315 Botel, Jason
	After 5:30 PM	**Free**

Thu, Jun 08

	Before 7:00 AM	**Free**
	7:00 AM – 7:15 AM	HOLD: MEET: Jason Calls Deborah F PHONE CALL Botel, Jason
	7:15 AM – 8:00 AM	**Free**
	8:00 AM – 9:30 AM	jason offsite
	9:30 AM – 10:00 AM	Working Group to Discuss Back to School Tour Dep Sec Office - (I will provide Call In for Staff who are in Philly Traveling) Simmons, Lee (Dougie)
	10:00 AM – 10:30 AM	MEET: Title IV Part A Jason's Office 3W315 Botel, Jason
	10:30 AM – 10:40 AM	**Free**
	10:40 AM – 11:00 AM	Personnel Chat with Mark & Monique Jason's Office Botel, Jason
	11:00 AM – 12:00 PM	Evidence Planning Group 5E 335 Anderson, Margo
	12:00 PM – 1:00 PM	MEETING: Michael Phillips The Kingdom Life Church 21st Amendment Restaurant at Holiday Inn Botel, Jason
	1:00 PM – 2:00 PM	MEET: State Plan Update 1 WDCFB6-3C100 Botel, Jason
	2:00 PM – 3:00 PM	Office Time Botel, Jason
	3:00 PM – 4:00 PM	**Free**
	4:00 PM – 4:30 PM	MEETING: Puerto Rico Updates Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	Daily Debrief McCampbell, Gregory

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After 5:00 PM	**Free**

Fri, Jun 09

All Day	(b)(6)
9:15 AM – 9:30 AM	MEET: Jason & Jose Jason's Office 3W315 Botel, Jason
10:00 AM – 10:30 AM	Puerto Rico Conf call Dickerson, Lorena
10:45 AM – 11:45 AM	Back to School Planning Meeting Secretary's Conference Room (OS Managed) Venable, Joshua
11:30 AM – 12:00 PM	MEET: Prep For Secretary Meeting About State Plans Jason's Office 3W315 McCampbell, Gregory
12:30 PM – 1:00 PM	Transportation - Motor Pool Confirmed Pick up LBJ Botel, Jason
1:00 PM – 2:00 PM	REMARKS-New Member Institute-NASBE Renaissance Arlington Capital View Hotel Botel, Jason
2:00 PM – 2:30 PM	Transportation - Motor Pool Confirmed Arlington Renaissance Botel, Jason
2:30 PM – 3:30 PM	MEET: State Plan Update 2 WDCFB6-3W336 Botel, Jason
3:30 PM – 3:45 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
3:45 PM – 4:00 PM	MEET: Nate & Jason Jason's Office 3W315 Botel, Jason
4:00 PM – 4:30 PM	Interview with Shannon Quinn Confirmed Jason Botel office Cox-Roush, Deborah

Sat, Jun 10 – Sun, Jun 11

Before 8:30 AM	**Free**
8:30 AM – 5:00 PM	**Free**
After 5:00 PM	**Free**

AMERICAN OVERSIGHT

Mon, Jun 12

Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 10:00 AM	State Plans Briefing Secretary's Conference Room (OS Managed) DeVos, Betsy
10:00 AM – 11:00 AM	MEET: Jason and Monique OESE Discussion Time Jason's Office 3W315 Botel, Jason
11:00 AM – 12:30 PM	**Free**
12:30 PM – 1:00 PM	MEET: Post Meeting about ESSA Consolidated State Plans Jason's Office 3W315 Botel, Jason
1:00 PM – 1:30 PM	MEET: Phone Call Barbara Bush Foundation PHONE CALL Botel, Jason
1:30 PM – 2:00 PM	Transportation-Motor Pool Confirmed Pickup LBJ Botel, Jason
2:00 PM – 2:30 PM	Coffee - Elliott Witney/Jason Botel Convention Center Botel, Jason
2:30 PM – 3:45 PM	EVENT: PANEL - 1 The Trump Admin, Congress & Charter Schools- National Alliance for Public Charter Schools Walter E. Washington Convention Center in Washington, D.C. Botel, Jason
3:45 PM – 3:50 PM	**Free**
3:50 PM – 4:20 PM	Transportation - Motor Pool Confirmed Pick Up Convention Center Botel, Jason
4:00 PM – 4:30 PM	submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY) McCampbell, Gregory
4:30 PM – 5:00 PM	**Free**
5:00 PM – 5:30 PM	EVENT: Cooking Up Change Reception LBJ Auditorium 1st floor Botel, Jason
After 5:30 PM	**Free**

Tue, Jun 13

Before 8:00 AM	**Free**
8:00 AM – 11:00 AM	Jason Off Site

AMERICAN OVERSIGHT

		Botel, Jason
■	10:30 AM – 11:00 AM	Transportation-JB Arranged Botel, Jason
■	11:00 AM – 12:00 PM	EVENT: PANEL 2-Charter Schools and the ESSA: Ask the Experts- National Alliance for Public Charter Schools Walter E. Washington Convention Center in Washington, D.C. Botel, Jason
■	12:00 PM – 1:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
■	1:00 PM – 2:30 PM	EVENT: NLC Mayors' Education Policy Advisors Network Conference Marriott Wardman Park Hotel-DC Botel, Jason
■	2:30 PM – 3:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
■	3:00 PM – 3:30 PM	W/A Policy Forum - Panel Prep call 202.796.2862 Ben Watsky
■	3:30 PM – 4:30 PM	AGENDA: SchoolHouse Connection Botel, Jason
▨	3:30 PM – 4:30 PM	MEETING: SchoolHouse Connection-Barbara Duffield LARGE GROUP Secretary's Conference Room (OS Managed) Botel, Jason
☐	**4:30 PM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

Wed, Jun 14

☐	**Before 8:00 AM**	**Free**
■	8:00 AM – 8:30 AM	Transportation-JB Arranged Botel, Jason
■	8:30 AM – 9:00 AM	EVENT: 2017 NDTAC Conference Welcome Session American Institutes for Research -NW DC Botel, Jason
■	9:00 AM – 9:30 AM	Transportation-Motor Pool Confirmed Botel, Jason
■	9:30 AM – 10:00 AM	BRIEFING: CREDO Documents Botel, Jason
■	9:30 AM – 10:30 AM	MEET: CREDO Briefing Secretary's Conference Room (OS Managed) Botel, Jason
■	10:30 AM – 11:00 AM	BRIEFING: Dr. Oz Call Dept Internal Doc Botel, Jason
■	10:30 AM – 11:30 AM	Dr. Oz PHONE CALL: Jason Botel

AMERICAN OVERSIGHT

		(b)(6) Botel, Jason
■	11:00 AM – 11:30 AM	MEET: JB & MW - 14 Qs Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	MEET: Reform Jason's Office 3W315 Botel, Jason
■	12:00 PM – 12:30 PM	MEET: Follow up BIE MOU Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
▨	12:30 PM – 1:15 PM	RecognizeED Kick-Off Event BE101 Didlo, Amie
■	1:00 PM – 1:30 PM	EVENT: P21 Century Learning Strategic Council Meeting NEA-DC Botel, Jason
■	1:30 PM – 2:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
■	2:00 PM – 2:30 PM	Prep for Call w/Alexander's Office Jason's Office - 3W315 - 400 Maryland Ave SWWashington DC 20202United States McCampbell, Gregory
■	2:25 PM – 2:30 PM	5 Minute w/ Dr. Gella 3W309 Botel, Jason
■	2:30 PM – 3:00 PM	INTERVIEW: Dr. Gella Jason's Office 3W315 Botel, Jason
□	**3:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 5:00 PM	(b)(6)
■	4:30 PM – 5:30 PM	ESSA Call Conference Call Venable, Joshua
□	**5:30 PM – 8:00 PM**	**Free**
□	8:00 PM – End of Day	(b)(6)

Thu, Jun 15

□	Start of Day – 8:00 PM	(b)(6) Washington, Mark

AMERICAN OVERSIGHT

■	9:30 AM – 10:00 AM	Meet with Rob/Ebony/Jason 7W315 Venable, Joshua
■	10:00 AM – 10:30 AM	MEET: CC & JB OCO Botel, Jason
■	10:30 AM – 11:00 AM	MEET: OCO/OESE Jason's Office 3W315 Botel, Jason
■	11:00 AM – 12:30 PM	BRIEFING: Policy Committee Botel, Jason
■	12:30 PM – 1:30 PM	Jason's Lunch Time Jason's Preference Botel, Jason
■	1:30 PM – 2:00 PM	discuss 2nd round of questions from Alexander's office and 2 questions re AL 3w315 Botel, Jason
■	1:55 PM – 3:00 PM	EVENT: Engaging Fathers and Families Convening Barnard Auditorium Botel, Jason
▨	2:00 PM – 2:30 PM	OESE Team "Stand Down" for the FEVS - Thursday, June 15, 2017 At YOUR Computer... Washington, Mark
■	2:00 PM – 3:00 PM	Regulatory Review Task Force Meeting Secretary's Conference Room (OS Managed) Eitel, Robert
■	2:30 PM – 3:00 PM	CCSSO CALL * Botel, Jason
■	4:00 PM – 5:00 PM	jason offsite
	8:00 PM – End of Day	(b)(6)
	8:00 PM – End of Day	

Fri, Jun 16

	All Day	(b)(6)
	Start of Day – 8:00 PM	
	Start of Day – 8:00 PM	
■	9:00 AM – 9:10 AM	MEET: Jose Drop By Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

■	9:00 AM – 9:30 AM	MEETING: Zalima BCPS-Success Academy Jason's Office 3W315 Botel, Jason
■	9:30 AM – 10:00 AM	MEET: Alabama Jason's Office 3W315 Botel, Jason
■	10:00 AM – 10:30 AM	Weekly Update: Ebony Lee & Jason Botel 7W315 Venable, Joshua
■	11:00 AM – 11:15 AM	Chris check-in with Jason re- state plan FAQ Jason's Office 3W315 Rinkus, Christopher
▨	11:00 AM – 11:15 AM	Pls send edits on ESSA State Plan FAQ to Chris Rinkus, Christopher
■	11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
■	12:00 PM – 2:30 PM	Opioid Commission EEOB 350 Botel, Jason
■	2:30 PM – 3:00 PM	Transportation-JB Arranged Botel, Jason
■	3:00 PM – 3:30 PM	PHONE CALL: Alabama Superintendent Michael Sentance Jason will call 334-242-9704 Botel, Jason
■	3:00 PM – 5:00 PM	Jason Off Site Botel, Jason
	After 8:00 PM	**Free**

Sat, Jun 17

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sun, Jun 18

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	5:00 PM – 7:00 PM	**Free**
■	7:00 PM – 8:00 PM	HOLD: EVENT: U.S. Presidential Scholars Medallion Ceremony Mellon Auditorium Botel, Jason
	After 8:00 PM	**Free**

AMERICAN OVERSIGHT

Mon, Jun 19

Before 8:00 AM	**Free**
8:00 AM – 10:30 AM	Jason Off Site Botel, Jason
10:00 AM – 10:30 AM	Pre Meet for Call with AL Delegation 3W315 - Jason's office Zarish-Becknell, Kim
10:30 AM – 11:30 AM	MEET: State Plan Review WDCFB6-3C100 Botel, Jason
11:30 AM – 12:00 PM	**Free**
12:00 PM – 12:30 PM	PHONE CALL: AL Senate-Strange; Shelby PHONE CALL Botel, Jason
12:30 PM – 1:00 PM	MEET: Personnel Update 3W309 Botel, Jason
1:00 PM – 1:30 PM	MEETING: Michele McLaughlin Knowledge Alliance Jason's Office 3W315 Botel, Jason
1:30 PM – 2:30 PM	**Free**
2:30 PM – 3:00 PM	Transportation-Motor Pool Confirmed Botel, Jason
3:00 PM – 4:00 PM	EVENT: FLOTUS Greets Presidential Scholars EEOB Botel, Jason
4:00 PM – 4:30 PM	Transportation-Motor Pool Confirmed Botel, Jason
4:30 PM – 5:00 PM	Carrie / jason look at week Botel, Jason
4:30 PM – 5:00 PM	MEET: MC & JB Red & Yellow Folders Jason's Office 3W315 Botel, Jason
5:00 PM – 5:30 PM	MEET: TMS & REACH Jason's Office 3W315 Botel, Jason
After 5:30 PM	**Free**

Tue, Jun 20

Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 10:30 AM	State Plan Review WDCFB6-3C100; Botel, Jason
10:30 AM – 11:00 AM	PHONE CALL: Alabama Superintendent Michael Sentance

AMERICAN OVERSIGHT

		(b)(6) Botel, Jason
■	11:00 AM – 11:30 AM	MEETING: Junior Achievement Academy Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed LBJ->Dept of Interior Botel, Jason
■	12:00 PM – 1:00 PM	MEETING AT DOI:-Jim Cason DOI Botel, Jason
■	1:00 PM – 1:30 PM	Transportation-Motor Pool Confirmed Dept of Interior->LBJ Botel, Jason
■	1:30 PM – 2:00 PM	MEETING: Peter Zamora CCSSO Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	MEET: Jason and Liz Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	Handing out Popcorn to OESE staff East and West Elevators Chism, Monique
■	2:45 PM – 3:15 PM	BRIEFING: MEETING: Rhian Allvin Botel, Jason
■	2:45 PM – 3:15 PM	Meeting with Rhian Allvin, CEO, National Association for the Education of Young Children (NAEYC) Office of the Secretary DeVos, Betsy
	3:15 PM – 3:30 PM	**Free**
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: National Center for Families Learning Jason's Office 3W315 Botel, Jason
■	4:30 PM – 5:00 PM	MEETING: CALL DE Secretary of Education Susan Bunting Jason's Office 3W315// Sec. Bunting will call in Botel, Jason
	5:00 PM – 6:00 PM	**Free**
■	6:00 PM – 6:30 PM	MEETING: CALL w/ Barnum Jason WILL CALL (b)(6) Botel, Jason
	After 6:30 PM	**Free**

Wed, Jun 21

	Before 7:30 AM	**Free**

AMERICAN OVERSIGHT

■	7:30 AM – 8:00 AM	(b)(6) Botel, Jason
■	8:00 AM – 9:00 AM	MEETING: Michael Feinberg Vie de France-600 Maryland Ave SW Botel, Jason
□	**9:00 AM – 9:30 AM**	**Free**
■	9:30 AM – 10:30 AM	FY 2019 Work Groups - School Choice-related activities (with agenda) 5C100 Navarro, Erica
■	10:00 AM – 12:00 PM	EH17 Tabletop Exercise Secretary's Conference Room 7W300; Conference Line (b)(6) Luczak, Ronald
■	12:00 PM – 12:30 PM	MEETING: Scott Barron-School Growth Jason's Office 3W315 Botel, Jason
□	**12:30 PM – 1:30 PM**	**Free**
■	1:30 PM – 2:00 PM	MEETING: Philip Tegeler -Poverty & Race Research Action Council Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	MEET: MA & JB Debrief on Evidence Planning Meeting Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	Transportation-Motor Pool Confirmed LBJ->American U Botel, Jason
■	3:00 PM – 3:30 PM	EVENT: Closing Remarks - Nation of Makers School of Communication at American University Botel, Jason
■	3:30 PM – 4:00 PM	Transportation-Motor Pool Confirmed American U->LBJ Botel, Jason
■	4:00 PM – 4:30 PM	MEET: HBCU & K12 Jason's Office 3W315 Botel, Jason
■	4:30 PM – 5:00 PM	MEET: Workforce Analysis Jason's Office 3W315 Botel, Jason
□	**After 5:00 PM**	**Free**

Thu, Jun 22

□	**Before 8:00 AM**	**Free**
■	8:00 AM – 8:30 AM	Weekly Update: Jason Botel 7W315 Venable, Joshua

AMERICAN OVERSIGHT

■	8:30 AM – 9:00 AM	BRIEFING: MEETING: JV/EL/JB Botel, Jason
■	8:30 AM – 9:00 AM	Meet with Ebony & Jason 7W315 Venable, Joshua
☐	**9:00 AM – 9:30 AM**	**Free**
■	9:30 AM – 12:00 PM	MEET: State Plan Review-MI, MA, LA WDCFB6-3C100 Botel, Jason
■	12:00 PM – 12:30 PM	MEETING: CALL-Sarah McLean (b)(6) Botel, Jason
■	12:30 PM – 1:00 PM	MEET: Overview Town Hall Feedback Process Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:30 PM	MEETING: NSBA-Christina Shaffer Jason's Office 3W315 Botel, Jason
☐	**1:30 PM – 2:00 PM**	**Free**
■	2:00 PM – 3:00 PM	ED - Diversity and Inclusion Council Meeting LBJ | 2nd Floor Conference Room 240-20 ED_Diversity_and_Inclusion_Council
☐	**3:00 PM – 3:30 PM**	**Free**
▨	3:30 PM – 4:00 PM	Monique, Roberta, Patrick - Weekly Check-in Jason's Office (3W315) Chism, Monique
■	4:00 PM – 5:00 PM	MEET: COS Botel, Jason
☐	**5:00 PM – 8:00 PM**	**Free**
☐	8:00 PM – End of Day	JB HOTEL RESERVATION INFO Hotel FOUR POINTS MIAMI BEACH 4343 COLLINS AVE MIAMI BEACH, FL US 33140 Botel, Jason

Fri, Jun 23

☐	All Day	JB HOTEL RESERVATION INFO Hotel FOUR POINTS MIAMI BEACH 4343 COLLINS AVE MIAMI BEACH, FL US 33140 Botel, Jason
☐	All Day	(b)(6)
☐	All Day	
☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 9:00 AM**	**Free**
■	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am)

AMERICAN OVERSIGHT

Botel, Jason

9:30 AM – 5:00 PM **Free**

After 5:00 PM **Free**

Sat, Jun 24

All Day JB HOTEL RESERVATION INFO
Hotel FOUR POINTS MIAMI BEACH 4343 COLLINS AVE
MIAMI BEACH, FL US 33140
Botel, Jason

All Day (b)(6)
Botel, Jason

Before 7:30 AM **Free**

7:30 AM – 8:00 AM TBD: Mayor Gillum COS
Botel, Jason

8:00 AM – 8:30 AM **Free**

8:30 AM – 9:30 AM USCM SITE CONTACTS
Botel, Jason

9:30 AM – 10:00 AM MEETING: Boston Mayor Marty Walsh
Splash 8
Botel, Jason

10:00 AM – 11:15 AM **Free**

11:15 AM – 12:30 PM EVENT: USCM-Miami
Miami Beach
Botel, Jason

12:30 PM – 1:00 PM Private Group Meeting – Mayor Chris Cabaldon, West Sacramento, CA; Mayor Mike Rawlings, Dallas, TX; Mayor Michael Hancock, Denver, CO; Mayor Sylvester Turner, Houston, TX
Flash Room (4th Floor)
Botel, Jason

1:00 PM – 5:00 PM **Free**

After 5:00 PM **Free**

Sun, Jun 25

All Day (b)(6)
Botel, Jason

Start of Day – 8:00 PM JB HOTEL RESERVATION INFO
Hotel FOUR POINTS MIAMI BEACH 4343 COLLINS AVE
MIAMI BEACH, FL US 33140
Botel, Jason

After 8:00 PM **Free**

Mon, Jun 26

AMERICAN OVERSIGHT

	All Day	(b)(6)
	All Day	
	9:30 AM – 10:00 AM	Prep for call with DE Jason's office Botel, Jason
	10:30 AM – 11:00 AM	Meet to Discuss Release of Next Batch of State Plans Jason's Office Rinkus, Christopher
	11:00 AM – 11:30 AM	MEETING: Wallace Foundation Ebony's Office Botel, Jason
	12:00 PM – 12:30 PM	HOLD: Travel from LBJ to Penn Hill Lee, Ebony
	12:30 PM – 2:30 PM	Meeting at Penn Hill for briefing on Collaborative for Student Success peer review Penn Hill Offices 777 6th St NW, Suite 500 Lee, Ebony
	2:30 PM – 3:00 PM	HOLD: Travel from Penn Hill to LBJ Lee, Ebony
	2:45 PM – 3:15 PM	MEET: Phone Call Follow Up Prep DE Jason's Office 3W315 Botel, Jason
	3:00 PM – 3:30 PM	MEETING: CALL DE Secretary of Education Bunting PHONE CALL: Conference Call Jason Botel's Line Botel, Jason
	3:30 PM – 4:00 PM	HOLD: MEET Jason's Office 3W315 Botel, Jason
	4:00 PM – 4:30 PM	BRIEFING: MEETING: CALL Shelby's Office Botel, Jason
	4:00 PM – 4:30 PM	Call with Senator Shelby's Office Ebony's Office Lee, Ebony
	5:00 PM – 5:30 PM	Office Time Botel, Jason

Tue, Jun 27

	All Day	(b)(6)
	All Day	
	All Day	HOLD: EVENT: IGA Homelessness Botel, Jason
	8:00 AM – End of Day	(b)(6) Johnston, Michael

AMERICAN OVERSIGHT

■	9:30 AM – 10:00 AM	EVENT: Remarks: Principal Preparation Summit Opening Remarks LBJ National Library of Education Botel, Jason
■	10:15 AM – 10:45 AM	BRIEFING: ANSEP Botel, Jason
■	10:15 AM – 10:45 AM	Meeting with Herb Schroeder, PhD, Vice Provost and Founder, Alaska Native Science and Engineering Program (ANSEP) Office of the Secretary DeVos, Betsy
■	11:00 AM – 11:30 AM	ED/EdCounsel call with Jason Botel, Scott, Erin preparation call before EFSG Session on 6/29 LoopUp Meeting Invite - join via: https://meet.loopup.com/8Uw4CS6 Scott Palmer
■	11:30 AM – 12:00 PM	MEET: Prep w/ MW All Staff Jason's Office 3W315 Botel, Jason
■	12:00 PM – 12:30 PM	MEET: Michigan Strategy for Title I, Part A Consolidated State Plan Feedback Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	MEET: Reg Reform w/ Alex Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:15 PM	JB Email Time Botel, Jason
■	1:15 PM – 1:45 PM	BRIEFING: Puerto Rico Governor/State Super Botel, Jason
■	1:15 PM – 1:45 PM	Meeting with Governor Ricardo Rossello, Puerto Rico and Secretary of Education Julia Keleher, Puerto Rico Office of the Secretary DeVos, Betsy
■	1:50 PM – 2:30 PM	MEET: Clearances w/ Chris Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	MEETING: BRIGHT Initiative Secretary's Conference Room (OS Managed) Botel, Jason
▨	3:00 PM – 3:30 PM	MEET: Frances Regarding Family Engagement Vision Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: FY Budgets Jason's Office 3W315 Botel, Jason
■	4:00 PM – 4:30 PM	MEET: Clearances w/ Chris Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

Wed, Jun 28

All Day	(b)(6)
All Day	
All Day	
All Day	BRIEFING CALL: Karen Hawley Miles ER Strategies Phone Call Botel, Jason
9:30 AM – 10:00 AM	MEETING: California School Boards Association Jason's Office 3W315 Botel, Jason
10:00 AM – 10:30 AM	MEETING: Peggy Ellis & Rev. Cortes [Esperanza] Jason's Office 3W315 Botel, Jason
10:30 AM – 12:30 PM	MEET: State Plans-DC, IL, ME, VT WDCFB6-3C100 Botel, Jason
12:30 PM – 1:00 PM	HOLD: MA Phone Call Sympathy-Jeff Wulfson Botel, Jason
2:00 PM – 2:30 PM	all staff tp
2:00 PM – 3:00 PM	OESE ALL STAFF MEETING Washington, Mark
3:30 PM – 4:00 PM	BRIEFING: Decision Memo Botel, Jason
3:30 PM – 4:00 PM	MEET: Decision Memo WDCFB6-3C100 Botel, Jason
4:00 PM – 4:30 PM	MEETING: PHONE CALL with NV & CCSSO re Science in ESSA 3w315 Botel, Jason
4:00 PM – 4:30 PM	Science addition/requirements in the ESSA plan Conference Call Carissa Moffat Miller, Ph.D.
4:30 PM – 5:00 PM	MEETING: PR Julia Keleher Jason's Office 3W315 Botel, Jason

Thu, Jun 29

All Day	(b)(6)
All Day	

AMERICAN OVERSIGHT

	All Day	(b)(6)
	All Day	
	9:30 AM – 10:00 AM	MEET: School Identification Jason's Office 3W315 Botel, Jason
	10:00 AM – 12:00 PM	MEET: State Plans-AZ, CO, ND WDCFB6-3W336 Botel, Jason
	11:30 AM – 12:00 PM	MEET: Prep Dept-Wide Regs Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	BRIEFING: AASA Botel, Jason
	12:00 PM – 1:00 PM	Meeting with AASA Large Countywide and Suburban District Consortium Secretary's Conference Room (OS Managed) DeVos, Betsy
	12:30 PM – 1:00 PM	MEET: Prep Dept-Wide Regs Jason's Office 3W315 Botel, Jason
	1:00 PM – 2:00 PM	SAT-ACT Letter (call in # added) WDCFB6-7C100 Styles, Kathleen
	3:00 PM – 3:30 PM	MEET: PHONE CALL: JB & MW Jason WILL CALL Mark Botel, Jason
	3:00 PM – 4:00 PM	Office Time Botel, Jason
	4:00 PM – 5:00 PM	jason offsite

Fri, Jun 30

	All Day	(b)(6)
	All Day	
	All Day	
	All Day	
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	11:30 AM – 12:00 PM	MEET: Jason Ethics Question Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	Lunch Time

AMERICAN OVERSIGHT

		Botel, Jason
	1:30 PM – 2:00 PM	MEET: CC & JB Scheduling Requests Botel, Jason
	1:30 PM – 2:00 PM	Transportation Botel, Jason
	2:00 PM – 2:30 PM	MEET: Jason will meet with Kim at PCP PCP Botel, Jason
	2:30 PM – 3:00 PM	Transportation Botel, Jason
	3:00 PM – 3:30 PM	MEETING: Mike Petrilli Jason's Office 3W315 Botel, Jason
	4:00 PM – 4:30 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
	4:00 PM – 5:00 PM	Office Time Botel, Jason

Details

Thursday, (b)(6)

Show At

Botel, Jason <Jason.Botel@ed.gov> Required

Time All Day

Subject TRAVEL to Raleigh/Durham (Learning Forward)

Attachments Speaking Event Request Form.doc
Partners.docx

Show Time As Out of Office

Monique office phone: 202-260-1824

Thank you for the bio. Friday, May 26 at 11:00 is great. My phone number is 803-422-6363. I'm also happy to call Monique if you'll provide me with a number that's best for her. Thanks so much for your help.

Janice Poda

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time
Subject
Show Time As
Attendees

(b)(6)

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time
Subject
Show Time As

(b)(6)

Attendees

Name <E-mail>	**Attendance**
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time 8:45 AM – 9:15 AM
Subject Follow up meeting on OII
Location 7W315
Show Time As Busy

Carrie/Martha – can we please confirm this time works for everyone, and hopefully it does not get moved.

AMERICAN OVERSIGHT

Thanks!

Please bring your written proposals as discussed last week.

Thanks,
Eric

Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 9:15 AM – 9:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 11:00 AM
Subject AL State Super Skype Extended Meeting
Location 3W336-Ed Staff// Skype Platform-AL Staff
Show Time As Busy

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à HYPERLINK "https://meet.lync.com/usdedeop/jason.botel/KQYGTT NP"Join Skype Meeting
Trouble Joining? HYPERLINK "https://meet.lync.com/usdedeop/jason.botel/KQYGTT NP?sl=1"Try Skype Web App

HYPERLINK "http://go.microsoft.com/fwlink/?LinkId=389737"Hel p

[!OC([1033])!]
....
.....
As of right now the entire time is held for a skype meeting. I will have more details soon-Carrie

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Nataniel, Luis <Luis.Nataniel@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Putney, LaTisha <Latisha.Putney@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Chin, David <David.Chin@ed.gov>	Optional
epatton@ALSDE.edu <epatton@ALSDE.edu>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
amartin@alsde.edu <amartin@alsde.edu>	Required
tthacker@alsde.edu <tthacker@alsde.edu>	Required
swashington@alsde.edu <swashington@alsde.edu>	Required
msentance@alsde.edu <msentance@alsde.edu>	Required
Hayes Cheri <chayes@ALSDE.edu>	Required
Hooks Nikkesha <nhooks@ALSDE.edu>	Required
bcooper@alsde.edu <bcooper@alsde.edu>	Required

Time 12:30 PM – 1:00 PM
Subject Lunch Hour

AMERICAN OVERSIGHT

Location Jason's Preference
Show Time As Busy
Purpose: Jason can allocate his lunch time as he chooses.
Categories Orange Category

Time 12:30 PM – 1:00 PM
Subject MEET: Chat with Gillum
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject BRIEFING: MEETING Roza
Show Time As Busy
Marguerite Roza, PhD
Created/leads Edunomics Lab, a research center housed at Georgetown University that examines K-12 public education finance & resource allocation; also closely associated with the Center for Reinventing Public Education (CRPE) at University of Washington.
Published/spoken extensively as an advocate for weighted student funding/student-based budgeting. Also speaks about the need for better standards for reporting financial data across districts & states to allow for better data analysis. Lack of useful data means very difficult to accurately describe the current state of resource equity in this country
Describes the need to connect spending to student performance. Wants to help promote most efficient forms of spending: low per pupil spend—high per pupil performance
Currently leading the Financial Transparency Working Group (FITWIG), which received some funding from ED; it's a group of ~50 SEAs & urban LEAs working together to understand/implement changes to comply with ESSA financial transparency requirements (under ESSA, LEAs must now annually publish actual school-level expenditures disaggregated by local/state/fed dollars)
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:00 PM – 1:30 PM

AMERICAN OVERSIGHT

Subject Meeting with Marguerite Roza- Director, Edunomics Lab Georgetown University
Location Ebony's Office
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Office Time-Hearing Pre-Prep
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject DO NOT REMOVE BUT CANCELLED-BRIEFING: Cheryl Borden
Location Jason's Office 3W315
Show Time As Tentative

Cheryl Borden Thompson is the Senior Executive Director of Program at New Leaders for New Schools. Previously she was founding principal of KIPP DC College Preparatory and then worked for the KIPP Foundation as Director of the Fisher Fellowship.

Her ideas on school leadership and KIPP from a 2011 interview in the Washington Examiner:

http://www.washingtonexaminer.com/the-3-minute-interview-cheryl-borden/article/109819

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Regulatory Review Task Force Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

AMERICAN OVERSIGHT

(b)(6)

Attendees	Name <E-mail>	Attendance
	Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
	Anderson, Margo <Margo.Anderson@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Ford, Kim R. <Kim.Ford@ed.gov>	Required
	Kossack, Andrew <Andrew.Kossack@ed.gov>	Optional
	Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Optional
	McLarnon, Gail <Gail.McLarnon@ed.gov>	Optional
	Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
	Axt, Kathy <Kathy.Axt@ed.gov>	Optional
	Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
	Lahey, Alisa <Alisa.Lahey@ed.gov>	Optional
	Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional

AMERICAN OVERSIGHT

Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Malawer, Hilary <Hilary.Malawer@ed.gov>	Optional
Viana, Jose <Jose.Viana@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
King2, Dale <Dale.King2@ed.gov>	Optional
Hawes, Michael <Michael.Hawes@ed.gov>	Optional
Styles, Kathleen <Kathleen.Styles@ed.gov>	Optional
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required

Time 2:00 PM – 3:30 PM
Subject Hearing Prep
Location Barnard Auditorium
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required

AMERICAN OVERSIGHT

Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Prescott, Jenny <Jenny.Prescott@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject CC REACH PLAN DUE
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Daily Debrief
Show Time As Busy
Finding time for the meeting with Holly et al re conferences
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, June 02, 2017

Time (b)(6)
Subject
Show Time As
Attendees

	Attendance
	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time (b)(6)
Subject
Location

AMERICAN OVERSIGHT

Show Time As	(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time	6/2/2017 12:00 AM – 6/6/2017 12:00 AM
Subject	Monique's OOO Nieces' Graduation
Show Time As	Free

Attendees	**Name <E-mail>**	**Attendance**
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Frost, Frances <Frances.Frost@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

Time	10:00 AM – 10:15 AM
Subject	Weekly Update: Jason Botel

AMERICAN OVERSIGHT

Location	7W315
Show Time As	Busy
Categories	Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time	10:30 AM – 11:00 AM
Subject	BRIEFING: MEETING: Communities in Schools
Attachments	Communities in Schools Brief _62017.docx
Show Time As	Busy
	BRIEFING ATTACHED FOR COMMUNITIES IN SCHOOLS:
Categories	Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time	10:30 AM – 11:00 AM
Subject	MEETING: Communities in Schools
Location	Jason's Office 3W315
Attachments	Visiting LBJ.pdf
Show Time As	Busy

Meeting Name: MEETING: Communities in Schools
Date: June 2nd 10:30AM-11AM
Location: Jason's Office
Purpose: To cultivate relationship with Communities in Schools.

Participants:
Dale Erquiaga- President & CEO
Heather Clawson-VP of Research, Learning and Accreditation

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW. Once you enter the building, first pass through security and then ask the front desk to call OESE Front Desk (401-0113) and I will come down and escort you up to the meeting.

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You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
ClawsonH@cisnet.org <ClawsonH@cisnet.org>	Required
weipertm@cisnet.org <weipertm@cisnet.org>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: Success For All-Dr. Slavin
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Success For All-Dr. Slavin
Time: June 2nd 11AM-11:30AM
Location: Jason's Office 3W315
Purpose: To meet with Dr. Slavin regarding Success For All

Attendees:
Dr. Slavin
Illana Brunner

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEETING: Paige Heimark Lit Life PD
Location Jason's Office 3W315
Show Time As Busy

Name of Meeting: MEETING: Paige Heimark Lit Life PD
Date: June 2nd 2:30PM-3PM
Location: Jason's Office
Purpose: Discussion about opportunities to make impact via Lit World

NOTE: Pam Allyn's daughter will be present to take notes.

BRIEFING
LitLife PD/ LitWorld: Founded in 2002, LitLife is a nationally recognized organization dedicated to innovative approaches in professional development for literacy education. The LitLife team is comprised of highly skilled literacy educators who deliver achievement-driven PD and develop new content aligned to each state's standards.

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LitWorld is a 501(c)3 non-profit organization creating permanent positive change in the world. The organization implements on-the-ground innovative solutions to the hard-to-tackle challenge of illiteracy worldwide. The combined power of children's own stories + access to diverse reading/writing experiences + peer to peer and adult mentor relationships = productive and transformational literacy. LitWorld works in close and trusting partnerships with locally based, grassroots organizations to build sustainable outcomes for young people around the world.
INTERNATIONAL PROGRAMS:

Afghanistan
Cambodia
Cameroon
Colombia
Cote d'Ivoire
Dominican Republic
Ghana
Haiti
Honduras
India
Jordan
Kenya
Kosovo
Liberia
Nepal
Nicaragua
Pakistan
Peru
The Philippines
Rwanda
Sierra Leone
Thailand
Uganda
US PROGRAMS:

California
Georgia
Michigan
Mississippi
New Jersey
New York

Founder: Pam Allyn is a world-renowned literacy expert, author and motivational speaker. She is the Executive Director and Founder of LitWorld, a groundbreaking global literacy movement serving children across the United States and in more than 60 countries, and LitLife, a cutting-edge education consulting group specializing in professional development for PreK-12 literacy instruction.In May 2007, The Children's Village presented Pam with its Legacy of Service Award for bringing books and reading to children. She was selected as a mentor

AMERICAN OVERSIGHT

for the 2013 Bush Institute's Women's Initiative Fellowship to help young Egyptian women develop leadership skills. Pam received the 2013 Scholastic Literacy Champion Award, and is Scholastic's Open a World of Possible Ambassador. She is a spokesperson for BIC Kids, championing BIC's "Fight For Your Write" campaign. In April 2014, Pam was chosen as a W.K. Kellogg Foundation Fellow in Racial Equity and Healing, a three year initiative to support recognized equity leaders in their work on the ground. She was recognized as a finalist for the 2017 Brock International Prize in Education. Pam is the author of 27 books for educators, leaders and families on reading, writing and quality learning. Her most recent book is Every Child a Super Reader (Scholastic, 2015), co-authored with Dr. Ernest Morrell. Other books include Your Child's Writing Life (Avery, 2011), What To Read When (Avery, 2009), and Pam Allyn's Best Books for Boys (Scholastic, 2011). She has written and contributed to a number of curriculum and instruction books, including the Core Ready series (Pearson, 2013), the Complete Year series (Scholastic, 2008) and Homework Pages for Independent Reading (Scholastic, 2013). (I couldn't find any information about Paige Heimark).

NOTE: SEE TABBED PAGES IN BOOK

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: Singer Crawford
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: Singer Crawford 50CAN
Time: June 2nd Noon
Location: Jason's Office
Purpose: TBD

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

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You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Singer Crawford (singer.crawford@50can.org) <singer.crawford@50can.org>	Required

---

Time 12:30 PM – 12:45 PM
Subject MEET: OESE Conferences & Jason's Plan
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: OESE Conferences & Jason's Plan
Date: June 2nd 12:30PM-12:45PM
Location: Jason's Office
Purpose: MEET: OESE Conferences & Jason's Plan

NOTE: See handouts that Jason has [emails]

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 1:00 PM – 2:30 PM
Subject MEET: OSS Consolidated State Plan Peer Review Feedback
Location WDCFB6-3C100
Show Time As Busy

Meeting Name: MEET: OSS Consolidated State Plan Peer Review Feedback
Time: June 2nd 1PM-2:30PM
Location: 3C100
Purpose: Consolidated State Plan Peer Review Feedback Session

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Pasternak, Sharone (Sharone.Pasternak@ed.gov) <Sharone.Pasternak@ed.gov>	Optional

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Time 2:30 PM – 3:00 PM
Subject Indian Education topics
Location Phil's office 6E337 or use 866-774-3196 for a call in. The participant code is: 7515008
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Pasternak, Sharone <Sharone.Pasternak@ed.gov>	Required

Time 3:00 PM – 3:45 PM
Subject Hearing Prep- Check in
Location Barnard
Show Time As Busy
We will debrief Thursday's hearing prep and prepare for the hearing prep on Monday.
Categories Red Category
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required

AMERICAN OVERSIGHT

Newman, Jessica <Jessica.Newman@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Prescott, Jenny <Jenny.Prescott@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Optional

Time 3:45 PM – 4:15 PM
Subject MEET: OSS Weekly Check In
Location Jason's Office
Show Time As Busy

Meeting Name: MEET: OSS Weekly Check In
Date: June 2nd 3:45PM-4:15PM
Location: Jason's Office
Purpose: Weekly Check In

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Daily Debrief
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject reconcile calendar for next week and schedule next
Show Time As Busy

Monday, (b)(6)

Sho
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject JB Email Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:15 PM

AMERICAN OVERSIGHT

Subject MEET: Holly & Jason
Location Jason's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ham, Holly <Holly.Ham@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: Dr. Keller-Military Child Education Coalition
Location Jason's Office 3W315
Attachments Military Child Education Coalition.docx
Show Time As Busy

Meeting Name: MEETING: Dr. Keller-Military Child Education Coalition
Date: June 5th 12:30PM-1PM
Location: Jason's Office
Purpose: TBD

BRIEFING MATERIALS:

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: Chris/Jason Discussion on Reform
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:30 PM

AMERICAN OVERSIGHT

Subject	Office Time
Show Time As	Busy
	Native
	Bio on website
	SS followup
Categories	Yellow Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	2:30 PM – 5:00 PM
Subject	Hearing Prep
Location	Barnard Auditorium
Show Time As	Busy
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Davis, Martha <Martha.Davis@ed.gov>	Required
	Navarro, Erica <Erica.Navarro@ed.gov>	Required
	Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Newman, Jessica <Jessica.Newman@ed.gov>	Required
	Viana, Jose <Jose.Viana@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required

AMERICAN OVERSIGHT

Eitel, Robert <Robert.Eitel@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Prescott, Jenny <Jenny.Prescott@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Buchesky, Stanley <Stanley.Buchesky@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Reminder to CC & JB on Travel
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 5:00 PM – 6:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:30 PM – 6:00 PM
Subject Daily Debrief
Show Time As Busy

ITEMS TO DISCUSS:

DP
Native
Pic/Bio on website
MW Email
DE Event
CREDO
Wed - Meeting with National Association of Charter School Authorizers/ DCA
High res photo-Paula Hill
Working groups

Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, June 06, 2017

Time 9:00 AM – 10:30 AM
Subject PERSONAL Out Of Office
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: Education First-Sarah McLean
Location Jason will call Sarah, 443.240.0765
Show Time As Busy

Meeting Name: MEETING: Education First-Sarah McLean

AMERICAN OVERSIGHT

Date: June 6th 11AM-11:30AM
Location: PHONE CALL
Purpose: TBD

Education First: Is a national, mission-driven strategy and policy organization with unique and deep expertise in education improvement. It's mission is to deliver exceptional ideas, experience-based solutions and results so all students – and particularly low-income students and students of color – are prepared for success in college, career and life. It is a for-profit professional services firm with a not-for-profit soul.

Clients have included Achieve, Advance Illinois, American Federation of Teachers, the Cleveland Foundation, the William and Flora Hewlett Foundation, Thomas B. Fordham Institute and the PIE Network, Washington State Board of Education and Washington STEM. In 2009, the Gates Foundation hired Education First to lead a large-scale, multi-state due diligence process to inform its investments in teacher effectiveness, data, college-ready policies and advocacy. From 2009-2010, Education First supported strategy, applications and/or interview prep for Race to the Top winners Colorado, Delaware, Hawai'i, Maryland, Ohio and Tennessee. In 2011, the firm was selected to support the US Department of Education and ICF International as part of the multi-year, technical assistance grant supporting all 19 Race winning states. We began supporting Race to the Top Districts in 2011.

Leaders in 41-plus states and school districts—including Baltimore, Charlotte-Mecklenburg, Cleveland, Denver, Detroit, Memphis, Nashville, New York City, Seattle and Syracuse—have turned to us to design better systems. We have strengthened the strategies for many nonprofits—notably Aspen Institute, Complete College America, Data Quality Campaign, EdReports.org, Educators 4 Excellence, Educators Rising, Hill Center and High Achievement New York—and advised many foundations, including Gates, Helios, Helmsley, Hewlett, Edna McConnell Clark, NoVo, Oak, Stone and Univision. Because our mission extends to supporting deeper capacity in public education, we have published noteworthy reports, rubrics and toolkits on the Common Core State Standards, professional development, high-quality assessments, alignment of K-12 and higher education, deregulation and flexibility, and educator evaluation and development systems that improve teaching.

Sarah McLean, Chief Operating Officer, supports leaders across the sector to establish and assess their value proposition and better align their organizational systems, structures and resources to deliver the high-quality education all families and students deserve. This includes supporting organizations like the Smarter Balanced Assessment Consortium, Stanford's Understanding Language and SCALE define their strategic plan to expand their impact. Sarah supports Education First in a similar way, supporting a data- and discovery-driven approach to planning, supporting our organization to remain at the cutting edge of relevant research, practice and policy. Sarah worked

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as the Chief of Staff to Teach for America's national team that manages the organization's 50+ regions. Her relationship with Education First began in 2010 when she hired the organization to support Baltimore City's reform agenda, as Special Assistant to the then-CEO Dr. Andrés Alonso. In addition to her doctorate from Harvard's Ed.L.D. program, Sarah holds an M.A.T. from Johns Hopkins University and a B.A. in Communications from Penn State.

Blog on website from February, 2017 by Jacqueline E. King is an independent education policy consultant who works with both K-12 and higher education

HYPERLINK "http://education-first.com/essa-opportunity-deep-collaboration-k-12-higher-education/"ESSA: An Opportunity for Deep Collaboration Between K-12 and Higher Education

"Buried in the long list of groups with which states are required to consult on their ESSA plans is higher education. Based on my review of draft ESSA plans released to date, it appears that states generally have included higher education representatives on committees and at meetings as they have formulated their plans. However, few of the draft plans released so far suggest deep collaboration between the two sectors. Teacher preparation is a notable exception, but in that case the two sectors have little choice but to work together."

"It may be easy for state education leaders to let the latest activity in Washington, DC become a distraction. However, now is the time for states to seize the new flexibility offered by ESSA—and promised by the Trump Administration—to focus on the long-term needs of their states. Through close collaboration, state K-12 and higher education leaders can craft policies and programs that increase educational attainment, close equity gaps, increase economic mobility and raise the quality of life in their states. There could be no more important work."

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject huddle to prep for meeting with Holly
Location jason's office
Show Time As Busy

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject OESE Conferences
Location WDCFB6-2W214-50 | 866-916-1112 PC: 9067223
Show Time As Busy

We apologize for a lunch hour meeting, please feel free to bring your lunch.

Thanks,
Kylie

Attendees

Name <E-mail>	**Attendance**
Ham, Holly <Holly.Ham@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Ashe, Anya <Anya.Ashe@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject MEET- Follow Up on DCA Program
Location Jason's Office 3W315
Show Time As Busy

Name of Meeting: MEET- Follow Up on DCA Program
When: June 6th 2PM-2:30PM
Where: Jason's Office
Purpose: DCA Program follow up to have informal conversation about how to improve the program.

Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

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More information:
HYPERLINK "https://connected.ed.gov/InsideED/Lists/Posts/Post.aspx?ID=213" ED's Diversity Change Agent Program: Building Bridges...Breaking Barriers

List of OESE DCA Members via Charm's email:

· Monique Chism
· Charm L. Smith
· Nkemjika Ofodile-Caruthers
· Faatimah Muhammad
· Tara Ramsey
· Michael Wells
· Britt Jung
· David Cantrell

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Smith, Charm <Charm.Smith@ed.gov>	Required
	Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required
	Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
	Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
	Wells, Michael <Michael.Wells@ed.gov>	Required
	Jung, Britt <Britt.Jung@ed.gov>	Required
	Cantrell, David <David.Cantrell@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy

AMERICAN OVERSIGHT

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: OII Structure
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: OII Structure
Date: June 6th 3PM-3:30PM
Location: Jason's Office
Purpose: To discuss OII structure.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject CALL: MD State Sen. Rosapepe
Location Phone Call
Show Time As Busy

Meeting Name: CALL: MD State Sen. Rosapepe
Date: June 6th 3:30PM-4PM
Location: Phone Call
Purpose: To discuss CTE

(b)(6)

OFFICE CONTACT:
Angelique Bianca
Office of Senator Jim Rosapepe
21st District Delegation
(b)(6)

CONTEXT:

AMERICAN OVERSIGHT

On May 17, 2017, at 7:13 PM, Jim Rosapepe < HYPERLINK "mailto:jcrosapepe@yahoo.com" jcrosapepe@yahoo.com> wrote:
Jason -- can we discuss? This year Md was first state to set goals for cte achievement. Mu bill. Great cause and issue. You guys could help.

Sent from Yahoo Mail on Android

On Wed, May 17, 2017 at 11:31 AM, Richard Madaleno

< HYPERLINK "mailto:richmadaleno@gmail.com" richmadaleno@gmail.com> wrote:

Lots of CTE news in this daily update that I thought you would be interested to read.

---------- Forwarded message ---------
From: Morning Education < HYPERLINK "mailto:morningeducation@politico.com" morningeducation@politico.com>
Date: Wed, May 17, 2017 at 10:08 AM
Subject: POLITICO's Morning Education: Meet the new head of career and technical ed? — The latest in the LA school board race — State of Indian education highlighted on Capitol Hill — Former Obama officials sign on to support Gavin Grimm
To: < HYPERLINK "mailto:richmadaleno@gmail.com" richmadaleno@gmail.com>

By Caitlin Emma | 05/17/2017 10:00 AM EDT

With help from Kimberly Hefling

MEET THE NEW HEAD OF CAREER AND TECHNICAL ED? A Michigan state lawmaker aligned politically with Betsy DeVos on school choice issues - and who was a recipient of funds from a school choice advocacy group with ties to her - is reportedly being eyed as an assistant secretary overseeing career and technical education within the Education Department. Tim Kelly, a Republican who chairs both the House education committee and the appropriations subcommittee that controls school spending in Michigan, has done interviews with both Detroit newspapers saying he expects to get the appointment. Beyond his enthusiasm for measures like vouchers, Kelly's socially conservative views on LGBT issues have also put him at odds with Michigan Democrats - calling guidelines spelling out bathroom protections for transgender students "hogwash" in a radio interview. But despite these disagreements, some Democrats interviewed by Morning Education say they've found Kelly to be respectful of the legislative process and positively engaged on issues that he would oversee.

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- State Rep. Adam Zemke, a Democrat from Ann Arbor who serves as vice chair of the state House education committee, said the two worked closely to update the state's educator evaluation system and boost access to hands-on STEM programs in the state's schools. Zemke said he think Kelly would do a good job focused on career education "Even though we don't see eye to eye on all things, I've always found him good to work with," Zemke said. On "CTE stuff and the STEM stuff he's been a great partner."

- David Hecker, the president of AFT Michigan, said the union and Kelly have clashed on issues such as teacher retirement, the future of Detroit schools and school funding. Hecker, however, said he thinks they share a belief that career education is an equal track to college and deserving of attention. If Kelly's really centered on career and technical education "he'll probably be a good advocate," Hecker said. If Kelly "wanders" into working on areas of school choice or schooling funding, "then you know we may have some problems," he added.

- Still, Stephanie White, executive director of Equality Michigan, said Kelly hasn't shown an awareness or understanding of LGBT issues, and she hopes he's had a chance of heart. "Any time somebody who has has these outdated views of LGBT people and they take on national roles, it's a concern for us," White said.

- An Education Department spokeswoman referred questions about whether Kelly would be nominated to the job to the White House, which declined to comment. Kelly couldn't be reached for comment. Gary Naeyaert, the former executive director of the Great Lakes Education Project, which advocates for school choice in Michigan, said if Kelly is picked, there really isn't any question whether he shares the same views as DeVos and President Donald Trump - at least when it comes to school choice. "If you're going to be surrounded by a leadership team, I think it's always helpful that they are rowing in the same direction," Naeyaert said.

GOOD WEDNESDAY MORNING, MAY 17. It's been quite a week and we're not even over the hump. So I'd like to inform you that the Architect of the Capitol installed ramps to make it easier for ducks to climb into the Capitol Reflecting Pool and the BABY DUCKS ARE USING THE RAMPS!!! There's video of it! Talk to me at HYPERLINK "mailto:cemma@politico.com" cemma@politico.com or @caitlinzemma. Send events to: HYPERLINK "mailto:educalendar@politicopro.com" educalendar@politicopro.com. And follow us on Twitter: @Morning_Edu and @POLITICOPro.

SPEAKING OF CAREER AND TECHNICAL EDUCATION... The House Education and the Workforce Committee will hold a markup of the "Strengthening Career and Technical Education for the 21st Century Act," a bill introduced earlier this month to reauthorize the Carl D. Perkins Career and Technical Education Act. The bill seeks to limit federal intervention, streamline the process for states to receive

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federal funds and increase state flexibility in spending those funds, among other things. The markup comes as some in the education policy community expect the president's budget to partially cut grants to states for career and technical education programs, which currently total about $1.1 billion. More budget details are expected next week. Trump and DeVos have both stressed the value in career and technical education, noting that college isn't for everyone and it's critical to build a skilled workforce. Details about the markup.

OUTCOME IN LA SCHOOL BOARD SHOWDOWN: Charter school proponents in Los Angeles toppled the president of the nation's second largest school district and were outpacing another union-backed candidate in a second contest Tuesday, drawing close to claiming a majority of the board. The election, following a bruising, multi-million dollar campaign, marked a major victory for charter school proponents and their benefactors - and a setback for labor unions in the nation's most populous state. Board president Steve Zimmer, down nearly 15 percentage points, conceded to challenger Nick Melvoin soon after polls closed.

- The other contest remained too close to call, with charter school teacher Kelly Gonez running about 3 percentage points ahead of Imelda Padilla, a commissioner on the Los Angeles County Commission on Women and Girls. But in a tweet, Gonez declared victory early today.

- If Gonez prevails, charter school proponents will seize a board majority. Outside groups, including public employee unions and charter school supporters, poured nearly $15 million into the races, the latest in a longstanding feud between charter school proponents and teachers unions. The contests drew national attention, with unions seeking to yoke Melvoin and Gonez to President Donald Trump and his controversial education secretary, Betsy DeVos. In response, Arne Duncan, President Barack Obama's education secretary, endorsed both Melvoin and Gonez, saying the board needed "new blood."

STATE OF INDIAN EDUCATION HIGHLIGHTED ON CAPITOL HILL: Tony Dearman, the director of the historically troubled Bureau of Indian Education, is scheduled to testify at 2:30 p.m. today before the Senate Indian Affairs Committee. Dearman was named to lead the agency in the final months of the Obama administration after the previous director stepped down. The GAO in February questioned in a report how well the Interior Department is overseeing school safety and construction in BIE schools and how well it monitors the way schools use federal funds. In the report, BIE was identified as a "high risk" federal program with vulnerability to fraud, waste, abuse and mismanagement. The hearing is expected to address problems identified at BIE and elsewhere that serve tribes. Details about the hearing.

- In opening remarks, Committee Chairman John Hoeven is expected to call the inclusion of BIE school on the GAO's high-risk list a "serious

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concern." "We must increase accountability and oversight to ensure that our Native students receive a high-quality education," Hoeven will say, according to his prepared remarks shared with Morning Education.

- It's the second consecutive day that BIE schools are getting lawmakers' attention. On Tuesday, Yatibaey Evans, board president of the National Indian Education Association, told a congressional panel that some BIE schools go without air conditioning and have broken windows, wiring, ceilings and flooring. Her organization asked appropriators for $263.4 million for construction and repairs for BIE schools. "We're trying to figure out where to get the resources," responded Rep. Ken Calvert (R-Calif.), chairman of an appropriations subcommittee. "Obviously, our demand is a lot more than the $200 million you are asking for. It's in the billions. ... So, we're going to hopefully come up with a solution to this problem, but it's not for lack of trying." More from Kimberly Hefling.

ON DEVOS' CALENDAR TODAY: DeVos this morning will meet with Johnny Taylor Jr., who leads the Thurgood Marshall College Fund, a group that represents the nation's 47 publicly funded historically black colleges and universities. Taylor earlier this month told Morning Education that he gives DeVos credit for speaking at Bethune-Cookman University, an HBCU in Florida. That DeVos is somehow "bad because she's pro-school choice just doesn't make sense from a black education space," Taylor said. "It just seems odd to me that we wouldn't give her a shot." Graduating students at Bethune-Cookman booed DeVos throughout her speech, in which she said, "Let's choose to hear each other out."

- Later this afternoon, DeVos will meet with Robert Ballard, president and CEO of Scholarship America, a nonprofit organization that awards college scholarships to students based on financial need, among other things.

- And in other scheduling news, President Trump is expected to deliver commencement remarks to U.S. Coast Guard Academy graduates in New London, Connecticut, at 11 a.m. ET.

FORMER OBAMA OFFICIALS SIGN ON TO SUPPORT GAVIN GRIMM: Former Obama administration officials spanning multiple agencies filed a brief this week in support of Gavin Grimm, the Virginia student who's suing his school district for the right to use the boy's bathroom at his high school. The Supreme Court earlier this year sent Grimm's case back down to the 4th Circuit. The federal appeals court could decide whether Title IX, the federal law that protects against sex-based discrimination in federally funded education programs, also protects against gender identity discrimination. The Obama administration previously issued a directive saying that federal law protects the right of transgender students to use bathrooms that align with their gender identities. The Trump administration rescinded that directive earlier this year.

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- In a new brief, former Education Secretaries Arne Duncan and John B. King Jr. - in addition to a host of other former officials from the Departments of Education, Justice and Labor - write that their interpretation of federal law is backed by "a substantial body of case law and administrative decision-making." Each Obama official signing onto the brief "undertook an extensive administrative process to ensure that his or her department fully considered statutory law, legal precedent, regulatory guidance, scientific analysis, and the factual record in reaching their conclusions concerning the scope of federal antidiscrimination statutes," the brief says. "In so doing, each amici reached the conclusion. The Departments of Education and Justice determined that discrimination on the basis of gender identity constitutes sex discrimination under Title IX." Read the brief.

REMEMBERING BROWN V. BOARD: Today is the 63rd anniversary of the Supreme Court's landmark Brown v. Board of Education decision, which held that racial segregation of children in public schools is unconstitutional. The Thurgood Marshall Center Trust plans to hold a fundraising gala tonight to "raise financial support for outreach programs that represent the living legacy of our beloved Justice Thurgood Marshall," the NAACP's chief counsel who argued the case before the Supreme Court and was later appointed to the high court. More on the event.

REPORT ROLL CALL

- The National Women's Law Center says in a new poll that the vast majority of Trump voters believe the Trump administration should uphold strong Title IX protections and "promptly investigate reports of sexual assault and provide accommodations and services to students who have been sexually assaulted."

SYLLABUS

- ACLU of Massachusetts files a complaint against a charter school for disciplining and suspending black and biracial students because their hairstyles violate the school's dress policy: The Associated Press.

- Pressure rises on Florida Gov. Rick Scott to veto education budget: CBS.

- Fidget spinners, the hit toy that spun out of nowhere: The Associated Press.

- Mississippi school money fight arrives at state Supreme Court: Hattiesburg American.

- Kansas boy's slaying prompts call for new home school rules: The Associated Press.

- California governor's revised budget plan draws mixed response from early education advocates: EdSource.

AMERICAN OVERSIGHT

- Texas Senate sends bill on inappropriate teacher relationships to governor: Houston Chronicle.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 4:30 PM

Subject MEET: BIE MOU

Location Jason's Office 3W315

Attachments Draft Amendment to BIE ED MOA - sent to ED for review 05192017 (4).docx
shortMOA060117incorporating.docx

Show Time As Busy

Meeting Name: MEET: Crosscutting BIE
Date: June 6th 4PM-4:30PM
Location: Jason's Office
Purpose: Next steps crosscutting BIE

MOUS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Pasternak, Sharone (Sharone.Pasternak@ed.gov) <Sharone.Pasternak@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:30 PM – 5:00 PM
Subject MEET: CCSSO Ratable Reduction Qs
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: CCSSO Ratable Reduction Qs
Date: June 6th 4:30PM-5PM
Purpose: To discuss communications to states re title iv ratable reduction?
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

---

Time 5:00 PM – 5:30 PM
Subject Daily Debrief
Show Time As Tentative

miami

Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Wednesday, June 07, 2017

Time 9:30 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 10:30 AM – 11:00 AM
Subject MEET: OII
Location Jason's Office
Importance High
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Title IV National Activities
Location 5W313
Show Time As Busy
Jason

As discussed. It looks like you are out next week so I have to push this back another week . Tell me if I am wrong. Thanks, Erica

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject BRIEFING: MEET: ARG
Attachments OS Meeting Request FormARG.docx
06-07-17 Meeting with Aimee Rogstad Guidera.docx
Show Time As Busy
POLICY BRIEFING PAPER:

OFFICIAL MEETING REQUEST:
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Meeting with Aimee Rogstad Guidera, President and CEO, Data Quality Campaign
Location Office of the Secretary
Show Time As Busy

11:30 a.m. – MEETING WITH AIMEE ROGSTAD GUIDER, PRESIDENT & CEO, DATA QUALITY CAMPAIGN
12:00 p.m. Location: LBJ Education Headquarters
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Jason Botel/OESE
Cell: 202-
Staff: Ebony Lee
Topics:
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PDE's Title I allocation process
Location Jason's Office 3W315
Attachments 05.26.17 USDE.PDF
2011-12_CS Portion of USDE by SD_kbg_52217.xls
2011-12_Total FROM SD_to CS_kbg_52217.xls
2012-13_CS Portion of USDE by SD_kbg_52217.xls
2012-13_Total FROM SD_to CS_kbg_52217.xls
2013-14_CS Portion of USDE by SD_kbg_52217.xls
2013-14_Total FROM SD_to CS_kbg_52217.xls
2014-15_CS Portion of USDE by SD_kbg_52217.xls
2014-15_Total FROM SD_to CS_kbg_52217.xls
2015-16_CS Portion of USDE by SD_kbg_52217.xls
2015-16_Total FROM SD_to CS_kbg_52217.xls
2016-17_CS Portion of USDE by SD_kbg_52217.xls

AMERICAN OVERSIGHT

2016-17_Total FROM SD_to CS_kbg_52217.xls

Show Time As Busy

Meeting Name: MEETING: PDE's Title I allocation process
Date: June 7th Noon-12:30PM
Location: Jason's Office
Purpose: To discuss PA Dept of Education's Title I Allocation process.

CONTEXT:
From: McCrone, Susan [mailto:smccrone@pa.gov]
Sent: Friday, May 26, 2017 4:14 PM
To: Chism, Monique; Stephenson, Todd
Cc: OESE.OSS.Pennsylvania
Subject: PDE - Title I allocation letter

Good afternoon Monique & Todd,

Attached you will find a letter in follow-up to last week's call on PDE's Title I allocation process from Executive Deputy Secretary Volkman and accompanying excel files. A hard copy of the signed letter has been sent in the mail as well. If you have any questions, please let me know.

Thank you very much.
Susan

Susan McCrone | Chief
Pennsylvania Department of Education | Division of Federal Programs
333 Market Street | Harrisburg PA 17126-0333
(b)(6) | www.education.pa.gov

ATTACHMENTS [May be revised set of attachments prior to meeting-Carrie Coxen]

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Stephenson, Todd <Todd.Stephenson@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional
Anderson, Michael (OGC) (Michael.Anderson@ed.gov)	Optional

AMERICAN OVERSIGHT

<Michael.Anderson@ed.gov>

Time 1:15 PM – 1:45 PM
Subject Meeting with National Association of Charter School Authorizers
Location Office of the Secretary
Show Time As Busy

1:15 p.m. – MEETING WITH NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS
1:45 p.m. Location: LBJ Education Headquarters
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact:
Cell: 202-
Staff: Ebony Lee
Jason Botel
Topics:
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: P. Kelly TAF/PAF Alum Debrief Call
Location Jason's Office
Attachments A- Teacher Attrition One Pager USDE.pdf
Action Forcing Event Memo.docx
B- Draft Educator Support Framework.docx
C- Memo from TAF-PAF Educator Support Outreach.docx
D- Proposed Agenda.docx
E- Proposed Invitation List.docx
Show Time As Busy

Meeting Name: MEET: P. Kelly TAF/PAF Alum Debrief Call
Date: June 7th 2:30PM-3PM
Location: Jason's Office
Purpose: To Debrief on TAF/PAF Alumni Call.

BRIEFING MATERIALS:

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Kelly, Patrick <Patrick.Kelly@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Barney, Amanda <Amanda.Barney@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject meet wtih Kevin Chavous
Location holiday inn
Show Time As Busy

Time 3:30 PM – 4:00 PM
Subject MEET: Jason and Chareese on NUL QA Draft/DCA
Location Jason's Office 3W315
Attachments NUL-QA-Draft_all-comments.docx
Show Time As Busy

Meeting Name: MEET: Jason and Chareese on NUL QA Draft
Date: June 7th 3:30PM-4PM
Location: Jason's Office
Purpose: To discuss NUL QA Draft and DCA.

MATERIALS:

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Prep-call for NLC's EPAN session: Federal Policy Landscape on K-12, Postsecondary and Workforce Success
Location (b)(6)
Importance High
Show Time As Busy

Please see updated number: (267) 930-4000 Access Code: 917 040 218

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Miles Sandler <Sandler@nlc.org>	Organizer
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

AMERICAN OVERSIGHT

Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Audrey Hutchinson <Hutchinson@nlc.org>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Ford, Kim R. <Kim.Ford@ed.gov>	Optional
Sinclair, Francine <Francine.Sinclair@ed.gov>	Optional
Miller, Sharon Lee <Sharon.Miller@ed.gov>	Optional

Time 5:00 PM – 5:30 PM
Subject MEETING: Dan Weisberg TNTP
Location Jason's Office 3W315
Attachments Daniel Weisberg TNTP.docx
Show Time As Busy

Meeting Name: MEETING: Dan Weisberg TNTP
Date: June 7th 5PM-5:30PM
Location: Jason's Office 3W315
Purpose: See below.

AGENDA TOPICS
>an overview of what TNTP is working on, including the next big report they will release next year, and to hear more about OESE's priorities.

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Thursday, June 08, 2017

Time 7:00 AM – 7:15 AM
Subject HOLD: MEET: Jason Calls Deborah F
Location PHONE CALL
Show Time As Tentative
Categories Purple Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:00 AM – 9:30 AM
Subject jason offsite
Show Time As Busy
Categories Blue Category

Time 9:30 AM – 10:00 AM
Subject Working Group to Discuss Back to School Tour
Location Dep Sec Office - (I will provide Call In for Staff who are in Philly Traveling)
Show Time As Busy
Categories Red Category

Attendees	Name <E-mail>	Attendance
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Breeding, Nathaniel <Nathaniel.Breeding@ed.gov>	Required
	Holden, Ronald <Ronald.Holden@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
	Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
	Goad, Robert <Robert.Goad@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
	Newman, Jessica <Jessica.Newman@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: Title IV Part A
Location Jason's Office 3W315
Importance High

AMERICAN OVERSIGHT

Show Time As Busy

Meeting Name: MEET: Title IV Part A
Purpose: To discuss Title IV, Part A appropriations language regarding competitions.
Date: June 8th 10AM-10:30AM
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Peternith, Rachel <Rachel.Peternith@ed.gov>	Required
Harris, Lisa (OGC) <Lisa.Harris@ed.gov>	Required
Lustig, Amy <Amy.Lustig@ed.gov>	Required
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
Cordes, Bill <Bill.Cordes@ed.gov>	Optional
Rhoads, Kelly <Kelly.Rhoads@ed.gov>	Optional

Time 10:40 AM – 11:00 AM
Subject Personnel Chat with Mark & Monique
Location Jason's Office
Show Time As Busy

Will take place inside the Jason & Monique OESE Discussion Time

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Time 11:00 AM – 12:00 PM
Subject Evidence Planning Group
Location 5E 335
Attachments Evidence Inventory synopsis.docx
Evidence Planning Group agenda - 6-8-17.docx
Key Take-Aways from 5-25-17 EPG meeting_6-2-17.docx
Penuel Farrell ED Briefing_SHORT for QRP Meeting.EPG.PDF
v3 Top 10 Things to Know about the RELs for the EPG.DOC
Show Time As Busy

The materials attached are:
· Agenda
· Presentation: Lessons from a National Survey of Educational Leaders' Research Use
· Snapshot: Synopsis of evidence inventory
· Top 10 Things to Know about the RELs
· Summary of our last meeting

MATERIALS

Attendees

Name <E-mail>	Attendance
Anderson, Margo <Margo.Anderson@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 12:00 PM – 1:00 PM
Subject MEETING: Michael Phillips The Kingdom Life Church
Location 21st Amendment Restaurant at Holiday Inn
Show Time As Tentative
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject MEET: State Plan Update 1
Location WDCFB6-3C100
Attachments DE - Consolidated Peer Review Notes 06 06 2017.docx
DE OSS Deliberative Memo FINAL.docx
DE Panel Notes FINAL.docx
DE Preliminary Table.docx
DE SEA prelim determ letter.docx

AMERICAN OVERSIGHT

Show Time As Busy

Name of Meeting: MEET: OSS Update
Date: June 8th 1PM-2PM
Location: 3C100
Purpose: State letter walkthroughs.

Attached are five documents fort the State Plan Update meeting #1:
1) Letter
2) DE Preliminary Table
3) OSS Deliberative Memos
4) Title I and Title III Peer Review Notes
5) McKinney Vento Peer Review Notes

ATTACHMENTS FOR MEETING:

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Lee, Ebony <Ebony.Lee@ed.gov>	Optional
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Optional

AMERICAN OVERSIGHT

	Simons, Jane <Jane.Simons@ed.gov>	Optional
	Becker, Judith <Judith.Becker@ed.gov>	Optional
	Butler, James <James.Butler@ed.gov>	Optional
	Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject Office Time
Importance High
Show Time As Busy
-letters
-Ag
-Miami
-Bernard
-Workgroups
-NASBE
-NACSA
-Kim Ford
-Asst OESE
-Deborah
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: Puerto Rico Updates
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEETING: Puerto Rico Updates
Date: June 8th 4PM-4:30PM
Location: Jason's Office
Purpose: To discuss Puerto Rico updates.

Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

---

Time 4:30 PM – 5:00 PM
Subject Daily Debrief
Show Time As Busy
Financial lit - Sylvia
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, June 09, 2017

Time (b)(6)
Subject
Location
Show Time As
Attendees

	Attendance
	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 9:15 AM – 9:30 AM
Subject MEET: Jason & Jose
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason & Jose
Purpose: TBD
Date: June 9th 9:15AM-9:30AM
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Viana, Jose <Jose.Viana@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Puerto Rico
Location Conf call
Show Time As Busy

Good afternoon,
The purpose of this call is to brief you on what RMS learned during the visit to the Puerto Rico Department of Education/meetings with the PRDE Secretary of Education and PR Secretary of Treasury.

Phil R,
I would appreciate if you could share any information you have been able to gather regarding the Commonwealth's Title III bankruptcy.

(b)(6)

Thank you,
Lorena

Attendees

Name <E-mail>	Attendance
Dickerson, Lorena <Lorena.Dickerson@ed.gov>	Organizer
Maestri, Phil <Phil.Maestri@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required

AMERICAN OVERSIGHT

Anderson, Margo <Margo.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Miller, Meredith <Meredith.Miller@ed.gov>	Required
Schneer, Matthew <Matthew.Schneer@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Optional

Time 10:45 AM – 11:45 AM
Subject Back to School Planning Meeting
Location Secretary's Conference Room (OS Managed)
Attachments Copy of Suggested School Visit List.xlsx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Breeding, Nathaniel <Nathaniel.Breeding@ed.gov>	Required
Holden, Ronald <Ronald.Holden@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required

AMERICAN OVERSIGHT

	Goad, Robert <Robert.Goad@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Prep For Secretary Meeting About State Plans
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Prep For Secretary Meeting About State Plans
Purpose: To prep for meeting to brief Secretary on State plans.
Date: June 8th 11:30AM-Noon
Location: Jason's Office

Categories Green Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Transportation - Motor Pool Confirmed
Location Pick up LBJ
Show Time As Busy

Carrie, Jason, Adam, and Cody will be picked up at LBJ for transportation to NASBE Panel

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:00 PM – 2:00 PM
Subject REMARKS-New Member Institute-NASBE
Location Renaissance Arlington Capital View Hotel
Attachments 06.09.17 NASBE New Member Institute Q&A.doc
Name Badges.xlsx
Draft Agenda NMI 2017.docx
06.09.17 NASBE New Member Institute.docx
JB New Member Institute Remarks pk ml_ma ah.jb.docx
Show Time As Busy

Name of Event: REMARKS-New Member Institute-NASBE
Date: June 9th 1PM-2PM
Location: Renaissance Arlington Capital View Hotel
Purpose: Opportunity to highlight the role of the US Department of Education to newly elected or appointed state board of education members and inform their understanding of the Department's role in supporting states.

Format: Informal Remarks, followed by Q&A

BRIEFING

DRAFT AGENDA

FINAL REMARKS

Q&A PREP

NAMES ATTENDING

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Transportation - Motor Pool Confirmed
Location Arlington Renaissance
Show Time As Busy

Carrie, Jason, Adam, and Cody will be picked up at NASBE Panel for transportation to LBJ

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 2:30 PM – 3:30 PM
Subject MEET: State Plan Update 2
Location WDCFB6-3W336
Attachments NM - Consolidated Peer Review Notes - 06-06-2017.docx
NM OSS Deliberative Memo FINAL.docx
NM Panel Notes FINAL.docx
NM Preliminary Table.docx
NM SEA prelim determ letter.docx
NV - Consolidated Peer Review Notes 06 06 2017.docx
NV OSS State Plan Deliberative Memo FINAL.docx
NV Panel Notes FINAL.docx
NV Preliminary Table.docx
NV SEA prelim determ letter.docx
Show Time As Busy
Name of Meeting: MEET: OSS Update
Date: June 9th 2:30PM-3:30PM
Location: WDCFB6-3W336
Purpose: State letter walkthroughs.

Conference Call Information Jason Botel:
(b)(6)

MATERIALS VIA ROBERTA

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov)	Required

AMERICAN OVERSIGHT

<roberta.miceli@ed.gov>	
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
Lee, Ebony (Ebony.Lee@ed.gov) <Ebony.Lee@ed.gov>	Optional
Bell-Ellwanger, Jenn (Jennifer.Bell-Ellwanger@ed.gov) <Jennifer.Bell-Ellwanger@ed.gov>	Optional
Hammer, Victoria <Victoria.Hammer@ed.gov>	Optional
Simons, Jane <Jane.Simons@ed.gov>	Optional
Becker, Judith <Judith.Becker@ed.gov>	Optional
Behrend, Daniel (Daniel.Behrend@ed.gov) <Daniel.Behrend@ed.gov>	Optional
Cox, Katherine (Katherine.Cox@ed.gov) <Katherine.Cox@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional
Rigling, Kay <Kay.Rigling@ed.gov>	Optional
Ryder, Ruth <Ruth.Ryder@ed.gov>	Optional

Time	3:30 PM – 3:45 PM
Subject	Weekly Update: Jason Botel
Location	7W315
Show Time As	Busy
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:45 PM – 4:00 PM
Subject MEET: Nate & Jason
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Interview with Shannon Quinn Confirmed
Location Jason Botel office
Attachments ShannonQuinn.pdf
Show Time As Busy
Shannon Quinn objattph://"
Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Cox-Roush, Deborah <Deborah.Cox-Roush@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
	scain2@gmail.com <scain2@gmail.com>	Required

Monday, June 12, 2017

Time 9:00 AM – 10:00 AM
Subject State Plans Briefing
Location Secretary's Conference Room (OS Managed)
Attachments 06-12-17 Meeting with OESE on State Plans.docx
Show Time As Busy
Meeting Name: State Plans Briefing
Purpose: To Brief the Secretary on State Plans.

BRIEFING PAPER
objattph://"
Categories Red Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject MEET: Jason and Monique OESE Discussion Time
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Post Meeting about ESSA Consolidated State Plans
Location Jason's Office 3W315
Attachments 06-12-17 Meeting with OESE on State Plans.docx
Show Time As Busy

Meeting Name: MEET: Post Meeting about ESSA Consolidated State Plans
Purpose: To discuss ESSA Consolidated State Plans after presentation to BDV.
Date: June 12th 12:30PM-1PM

AMERICAN OVERSIGHT

Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Zarish-Becknell, Kim (Kim.Zarish-Becknell@ed.gov) <Kim.Zarish-Becknell@ed.gov>	Optional

---

Time 1:00 PM – 1:30 PM
Subject MEET: Phone Call Barbara Bush Foundation
Location PHONE CALL
Attachments Afterschool Program Survey Memo 1.12.17.pdf
Extending and Enhancing Literacy.pdf
Barbara Bush Foundation for Family Literacy.docx
Show Time As Busy
Meeting Name: MEET: Phone Call Barbara Bush Foundation

AMERICAN OVERSIGHT

Date: June 12th 1PM-1:30PM
Location: PHONE CALL
Purpose: 21st century schools?

PARTICIPANTS
Liza McFadden, President/CEO
Michael Thompson, Director of Special Projects/Strategic Initiatives
Becky Dyer, Senior VP, Programs

BRIEFING MATERIALS FROM BBF:

POLICY BRIEFING MATERIALS

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Transportation-Motor Pool Confirmed
Location Pickup LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Coffee - Elliott Witney/Jason Botel
Location Convention Center
Show Time As Busy

(b)(6)

Background:
On Mon, Apr 10, 2017 at 7:50 AM, Botel, Jason < HYPERLINK "mailto:Jason.Botel@ed.gov"Jason.Botel@ed.gov> wrote:
Elliott - thanks for your message! I would love to get together!

Paula - can you please find time for Elliott and me to get together for

AMERICAN OVERSIGHT

coffee while he is in town on June 12?

Sent from my iPhone

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Elliott Witney <ejwitney@gmail.com>	Required

Time 2:30 PM – 3:45 PM

Subject EVENT: PANEL - 1 The Trump Admin, Congress & Charter Schools- National Alliance for Public Charter Schools

Location Walter E. Washington Convention Center in Washington, D.C.

Show Time As Busy

Name of Event: PANEL - 1 The Trump Admin, Congress & Charter Schools- National Alliance for Public Charter Schools
Time: June 12th 2:30PM-3:45PM
Location: Walter E. Washington Convention Center in Washington, D.C. Salon H
Purpose: Panel #1: Vic Klatt from Penn Hill will moderate a panel will address Trump Administration and Congressional education policy priorities. They are also inviting Hill staff.

Will Be Livestreamed: On the National Alliance's HYPERLINK "http://go.politicoemail.com/?qs=27320c894bfffbff6f25a07364f1fcc4eadd0c3cc5ea3dc77098a6e51ca6629402b91e44741e6864e91ec5e242a8b938" Facebook page.

Title: The Trump Administration, Congress, and Charter Schools
Strand: Policy
Description: This panel of political insiders will discuss the new Administration's and Congressional priorities for education.
Presenter(s): HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=28932936" Vic Klatt Penn Hill Group
Brad Thomas –House Ed
Kara Marchione-Sen. Murray
HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=29092124" Jason Botel U.S. Department of Education

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

AMERICAN OVERSIGHT

	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 3:50 PM – 4:20 PM
Subject Transportation - Motor Pool Confirmed
Location Pick Up Convention Center
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject submit weekly report to Eric (IT'S DUE BY 5PM EVERY MONDAY)
Recurrence Occurs every Monday effective 6/5/2017 until 6/12/2017 from 4:00 PM to 4:30 PM
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject EVENT: Cooking Up Change Reception
Location LBJ Auditorium 1st floor
Attachments 17-06-12 Healthy Schools Campaign.docx
Show Time As Busy
Event Name: EVENT: Cooking Up Change Reception
Date: June 12th 5PM-5:30PM
Purpose: To stop by Cooking Up Change Reception.
Location: LBJ Auditorium 1st floor

BRIEFING PAPER
Categories Red Category, Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Tuesday, June 13, 2017

Time 8:00 AM – 11:00 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 12:00 PM
Subject EVENT: PANEL 2-Charter Schools and the ESSA: Ask the Experts- National Alliance for Public Charter Schools
Location Walter E. Washington Convention Center in Washington, D.C.
Attachments State Plan Issues Memo 5.19.2017.docx
ESSA Panel Outline2.docx
Show Time As Busy

Name of Event: PANEL 2-Charter Schools and the ESSA: Ask the Experts- National Alliance for Public Charter Schools
Time: June 13th 11AM-12PM
Location: Walter E. Washington Convention Center in Washington, D.C. Salon G
Purpose: Christy Wolfe will lead a panel on Tuesday June 13 at 11am focused on ESSA implementation and charters with Lindsay Fryer and Claire Voorhees from Excel in Ed

Will Be Livestreamed: On the National Alliance's HYPERLINK "http://go.politicoemail.com/?qs=27320c894bfffbff6f25a07364f1fcc4eadd0c3cc5ea3dc77098a6e51ca6629402b91e44741e6864e91ec5e242a8b938" Facebook page.

Title: Charter Schools and the Every Student Succeeds Act: Ask the Experts
Strand: Policy
Description: What should you be looking for as your state implements the Every Student Succeeds Acts? What are the new opportunities for

AMERICAN OVERSIGHT

charter schools in the new Charter Schools Program? Don't miss out on opportunities for innovation and strengthening the charter sector in your state. Attendees will be better informed to monitor potential deregulation and also understand opportunities for innovation and flexibility in federal law. They will understand the changes made to the Charter Schools Program and its role in strengthening charter school quality in their state. Attendees will be better informed to monitor potential deregulation and also understand opportunities for innovation and flexibility in federal law and influence their state's implementation of the Every Student Succeeds Act.
Presenter(s): HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=28941347" Christine Wolfe National Alliance for Public Charter Schools
HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=29092124" Jason Botel U.S. Department of Education
HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=29088188" Lindsay Fryer Penn Hill Group
HYPERLINK "http://conference.publiccharters.org/2017/program/speaker_info.php?speakerid=29092122" Mike Magee Chiefs for Change
Location: Walter E. Washington Convention Center, Salon G
Time: Tuesday 6/13, 11:00 AM - 12:00 PM

OUTLINE FOR PANEL

1. As states implement their plans, what can charter schools do to ensure that new accountability systems align with their charter agreements and missions?
· Charters can't do anything to align their mission with the new state accountability plans. All students demonstrate that they are on track for college and career readiness and mastery of state standards. Individual charters are aware of ESSA accountability and understand what interventions are needed.

2. How can reform minded Chiefs leverage ESSA to provide more students with access to high quality charter schools?
· Under ESSA, we hope Chiefs will heartily embrace the inherent flexibility to implement policies that best fit the needs of students, parents, and teachers. As Chiefs exercise this flexibility, we challenge them to keep raising the bar. Excellence should be our theme and refrain. We must never lose sight of our mission: providing each child with the chance to pursue a great education within a safe and nurturing environment. I know States are ready to lead in a new way. Your success is the key to America's prosperity. We owe it to the rising generation to give them nothing less.
· We encourage SEA's and CMO's to apply for grants. With these grants we hope to cultivate capacity in states to scale high quality charter schools and develop new charter schools.

AMERICAN OVERSIGHT

3. Does the weighted student formula pilot (or FOCUS) create opportunities for charter schools?
· I am excited about ESSA's provision for a weighted student funding pilot program. Weighted student funding allocates resources to schools and provides school principals with more flexibility and autonomy over budgeting, staffing, and other decisions. In other words, funding is allocated to schools based on their enrollment, including student types, with higher amounts of per-pupil funding provided for students with special needs, such as low-income students, English learners, and students with disabilities. This approach can promote equity, transparency, and flexibility -- especially compared to traditional funding structures that keep most budgeting decisions at the district level. Under this pilot -- which we are discussing how and when to launch -- ESSA authorizes the Secretary to enter into local flexibility demonstration agreements with up to 50 districts, for up to three years, enabling districts to combine funding from up to five federal programs, together with state and local sources, to create a weighted student funding formula.
· The weighted student formula pilot would incentivize and encourage uniform per pupil based funding for public schools in any given district. Charter schools will be beneficiaries. The program includes a requirement that choice will be involved by allowing for a more open enrollment environment and discourages the use of attachment to zones. It creates many options for choice.

4. As states implement ESSA, what do you see as being the greatest risks for charter schools?
· As states implement ESSA, as in Title I, the greatest risk is to fail to respect the accountability function of authorizers and apply uniform accountability framework. This ensures that there is no conflict between state accountability action and charter authorizer oversight.

5. What can the Department do to protect charter school autonomy as states implement their plans?
· The Department continues to validate and affirm the authority of charter authorizers to apply rigorous oversight and charter accountability based oversight.

6.What opportunities for charter schools do you see in ESSA?
· The charter schools program was reauthorized. New provisions were included. It multiplies the use of funds of state grantees for replication and expansion. ESSA contains an evidence provision and allows schools to implement interventions. Charter schools are able to contribute to the knowledge base. There is rigorous evaluation under ESSA for them to identify intervention and satisfy the evidence threshold of ESSA.

7.How does your office work to include the charter community in ESSA policy and regulatory discussions?
· We conduct listening sessions with grantees at project directors conferences. We also publish notices of proposed priorities and programs under ESSA as we issue public comment. We have an open door policy. We encourage you to contact us as needed.

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MATERIALS:

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:30 PM
Subject EVENT: NLC Mayors' Education Policy Advisors Network Conference
Location Marriott Wardman Park Hotel-DC
Attachments OESE Event Request Form_NLC_6-13-17.docx
NLC_Event_Cities.docx
NLC EPAN Agenda.pdf
NLC EPAN Participants.pdf
06132017 National League of Cities_Ford_TPs and QA_all edits.doc
06122017 National League of Cities_Botel_TPs and QA_all edits.docx
06.13.17 - NLC Mayors Education Policy Advisors Network Convening.docx
Show Time As Busy

Event Name: EVENT: NLC Mayors' Education Policy Advisors Network Conference
Date: June 13th 1PM-2:30PM
Location: Marriott Wardman Park Hotel-DC
Purpose: Panel w/ Moderator

NOTE: The speaker order has changed from the pre-call. NLC would like to have Jacque speak in between Kim and Jason. Jacque will focus her remarks on ESSA and CTE, with just a brief mention of HEA and Congressman Scott's Aim Higher campaign (link to campaign's

AMERICAN OVERSIGHT

principals is provided).

BRIEFING PAPER

TALKING POINTS JASON

TALKING POINTS KIM

AGENDA

NLC EPAN PARTICIPANTS

EVENT REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required

Time 2:30 PM – 3:00 PM

Subject Transportation-Motor Pool Confirmed

Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM

Subject W/A Policy Forum - Panel Prep call

Location (b)(6)

Show Time As Busy

Hi all – updating the call time slightly due to the group's schedules. Thanks and looking forward to connecting!

Categories Purple Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Ben Watsky <Watsky@whiteboardadvisors.com>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	David Deschryver <David@whiteboardadvisors.com>	Required
	David_Cleary@alexander.senate.gov <David_Cleary@alexander.senate.gov>	Required
	Beaumont, Amanda (HELP Committee) <Amanda_Beaumont@help.senate.gov>	Required

---

Time 3:30 PM – 4:30 PM
Subject AGENDA: SchoolHouse Connection
Attachments SchoolHouse Connection Meeting Agenda.docx
Show Time As Busy
Categories Blue Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 3:30 PM – 4:30 PM
Subject MEETING: SchoolHouse Connection-Barbara Duffield LARGE GROUP
Location Secretary's Conference Room (OS Managed)
Attachments SchoolHouse Connection.docx
ABOUT THE STUDENTS AND PEER LEADERS.docx
MVtwopagesFINAL.docx
Show Time As Tentative

Meeting Name: MEETING: SchoolHouse Connection-Barbara Duffield
Date: June 13th 3:30PM-4PM
Location: Secretary's Conference Room– Large Group [20 people]
Purpose: The purpose of the meeting is to have a discussion with eleven students from across the country who have overcome many obstacles associated with homelessness in their preK-12 education, including frequent and unpredictable moves, trauma, deep poverty, neglect, abuse and abandonment. Despite the enormous challenges in their childhoods, the students are currently sophomores or juniors in college. Many are still struggling with instability and lack of family/adult support as they try to complete their college education. Four peers leaders who have made it through graduation also will participate.

BRIEFING MATERIALS:

AMERICAN OVERSIGHT

BRIEFING MATERIALS FROM SCHOOLHOUSE

Attendees:
20 people in total.
•Ashley Ashford, age 20, attending George Washington University; graduated from high school in Hagerstown, MD
•Dakota Chronis, age 21, attending N. Seattle College; graduated from high school in Seattle
•Kendall Coakley, age 20, attending Stetson University; graduated from high school in Miami, FL
•Greig Duo, age 21, attending Marshalltown Community College; graduated from high school in Ottumwa, IA
•Hannah Johnson, age 20, attending Sweet Briar College; graduated from high school in Richmond, VA
•Sasha Mansaray, age 20, attending Delaware County Community College; graduated from high school in Chester, PA
•Mirka Mendez, age 20, attending the University of Texas, Austin; graduated from high school in El Paso, TX
•Hayley Mathues, age 20, attending Texas A&M; graduated from high school in Vidor, TX
•Skyler Mirocha, age 20, attending Texas Tech; graduated from high school in Dell City, TX
•Asher Parvu, age 21, attending the University of Arkansas; graduated from high school in Fort Smith, AR
•Morgan Sosa, age 20, attending McNeese State University; graduated from high school in Lake Charles, LA

Peer Leaders (formerly homeless, now college graduates):
•Brandy Sincyr: 26, Seattle Pacific University. Policy Analyst for Columbia Legal Services in Seattle, WA
•Patrick Ma: 27, Bachelor's in Human Development from UC Davis. Starts Physician Assistant Master Program at UC Davis in July.
•Tia Joyce: 22, Bachelor's from Meredith College, NC. Starts Dental school in North Carolina the fall.
•Irene Sauceda: 23, BSW in Social Work, MSW Candidate, Texas State University

Adult Team:
•Barb Dexter, School District McKinney-Vento Liaison, Anchorage, Alaska
•Ardis Steinmetz, high school counselor, Livingston, Montana
•Amy Bradley, Director of Youth Leadership and Scholarships, SchoolHouse Connection, Columbus, OH
•Patricia Julianelle, Director of Programs Advancement and Legal Affairs, SchoolHouse Connection, Fort Myers, Florida
•Barbara Duffield, Executive Director, Schoolhouse Connection, Washington, DC

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
Alfuth, Jon <Jon.Alfuth@ed.gov>	Optional

Wednesday, June 14, 2017

Time 8:00 AM – 8:30 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:30 AM – 9:00 AM
Subject EVENT: 2017 NDTAC Conference Welcome Session
Location American Institutes for Research -NW DC
Attachments TIPD Two-Pager.docx
NDTAC T1PD State Coordinators Meeting_614_JBRemarks_FINAL.docx
Show Time As Busy

Event Name: EVENT: 2017 NDTAC Conference Welcome Session
Purpose: To provide opening remarks to NDTAC Conference session on ND children/programs.
Date: June 14th 8:30AM-9AM
Location: American Institutes for Research -NW DC

Sharon Burton: (202)453-6707

DRAFT REMARKS

BRIEFING MATERIALS

ATTENDEES

Categories Purple Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject BRIEFING: CREDO Documents
Attachments CMO 2017 Press Release Embargoed.pdf
CMO Executive Summary EMBARGOED (1).pdf
CMO FINAL EMBARGOED (3).pdf
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:30 AM – 10:30 AM
Subject MEET: CREDO Briefing
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Meeting Name: CREDO Briefing
Date: June 14th 9:30AM-10:30AM
Location: TBD
Purpose: To have an informal briefing on CREDO.

NOTE: Please do not forward or invite others without consulting Martha Davis or Carrie Coxen.

AMERICAN OVERSIGHT

CREDO: Center for Research on Education Outcomes (CREDO)

Website:
https://credo.stanford.edu/

LIST OF ATTENDEES:
OS:
Ebony Lee

OESE:
Jason Botel
Pat Rooney
Monique Chism
Chris Rinkus

OII:
Margo Anderson
Stefan Huh
Soumya Sathya

ODS:
Joe Conaty

OGC:
Phil Rosenfelt
Dennis Koeppel
Cathy Grimes-Miller

OPEPD:
Bill Cordes
Kelly Rhoads
Joanne Bogart

IES
Marsha Silverberg
Meredith Bachman
Allen Ruby

OSERS
Susan Murray
Ruth Ryder

NCES
Ross Santy
Peggy Carr

Ivy Morgan
Erica Lee

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Huh, Stefan <Stefan.Huh@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Sathya, Soumya <Soumya.Sathya@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Grimes-Miller, Cathy <Cathy.Grimes-Miller@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Rhoads, Kelly <Kelly.Rhoads@ed.gov>	Required
Bogart, Joanne <Joanne.Bogart@ed.gov>	Required
Silverberg, Marsha <Marsha.Silverberg@ed.gov>	Required
Bachman, Meredith <Meredith.Bachman@ed.gov>	Required
Ruby, Allen <Allen.Ruby@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Murray, Susan <Susan.Murray@ed.gov>	Required
Santy, Ross <Ross.Santy@ed.gov>	Required

AMERICAN OVERSIGHT

Morgan, Ivy <Ivy.Morgan@ed.gov>	Required
Lee, Erica <Erica.Lee@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Carr, Peggy <Peggy.Carr@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
Dixon, Doris <Doris.Dixon@ed.gov>	Optional

Time 10:30 AM – 11:00 AM
Subject BRIEFING: Dr. Oz Call
Location Dept Internal Doc
Attachments Dr. Oz briefing.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Whitaker, Heather <Heather.Whitaker@ed.gov>	Required

Time 10:30 AM – 11:30 AM
Subject Dr. Oz PHONE CALL: Jason Botel
Location (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
DOSullivan@zoco.com <DOSullivan@zoco.com>	Required
Steve PonTell <spontell@nationalcore.org>	Required

AMERICAN OVERSIGHT

	Jonathan Kendrick <jkendrick@nationalcore.org>	Required
	Kaj <Kaj2600@yahoo.com>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Whitaker, Heather <Heather.Whitaker@ed.gov>	Required
	Dr Mehmet Oz <drmoz@zoco.com>	Optional
	Michelle Bouchard <michelle.bouchard@healthcorps.org>	Optional

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Time 11:00 AM – 11:30 AM
Subject MEET: JB & MW - 14 Qs
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Reform
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Reform
Purpose: To discuss reform with front office.
Date: June 14th 11:30AM-Noon
Location: Jason's Office

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

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Time	12:00 PM – 12:30 PM
Subject	MEET: Follow up BIE MOU
Location	Jason's Office 3W315
Attachments	shortMOA060117incorporating.docx Draft Amendment to BIE ED MOA - sent to ED for review 05192017 (4).docx shortMOA0612.docx
Show Time As	Busy

Meeting Name: MEET: Follow up BIE MOU
Purpose: To follow up on next steps regarding 6/6/17 meeting.
Date: June 14th Noon-12:30PM
Location: Jason's Office

NEW MATERIALS

INFORMATION FROM MEETING ON 6/6/17
Meeting Name: MEET: Crosscutting BIE
Date: June 6th 4PM-4:30PM
Location: Jason's Office
Purpose: Next steps crosscutting BIE

MOUS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Levy, Margaret <Margaret.Levy@ed.gov>	Optional
Pasternak, Sharone (Sharone.Pasternak@ed.gov) <Sharone.Pasternak@ed.gov>	Optional

Time	12:30 PM – 1:00 PM
Subject	Transportation-Motor Pool Confirmed
Show Time As	Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 12:30 PM – 1:15 PM
Subject RecognizED Kick-Off Event
Location BE101
Show Time As Tentative

You're invited to the first ED Meet-up, presented by RecognizED!

Wednesday, June 14, 2017
12:30 p.m. to 1:15 p.m. ET
LBJ building – BE101

Andrea Browning (OII) will preview her yoga Meet-up by leading a brief yoga/meditation session. Following this kickoff event, RecognizED events will be held during the second week of each month starting in July.

Do you possess a unique talent or interest that you wish to share with colleagues? Do you want to learn a new skill or explore an interest while networking with your co-workers? If so, we invite you to be RecognizED this summer!

RecognizED is a pilot program developed for ED staff by ED staff participating in the HYPERLINK "https://connected.ed.gov/Pages/Congratulations-to-employees-accepted-2017-PTL-Program.aspx"Pathways to Leadership Program to harness the diverse and invaluable knowledge and expertise that exists within all Department employees. RecognizED is intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences. The program's overarching goal is to increase employee engagement and retention in the workplace and recognize employees for their unique talents while giving them the opportunity to display leadership skills and network with others. RecognizED encourages you to share your interests and hobbies, engage with your colleagues outside of the traditional workplace, and connect as individuals in a way that has been shown to improve employee culture and individual employee productivity.

Interested but can't attend this kick-off? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.

Questions? Please contact:
Amie M. Didlo, Office of Elementary and Secondary Education
Nicole Dooley, Office for Civil Rights (Metro)
Bernard Dufresne, Office for Civil Rights (NY)
Denise M. Joseph, Office of Elementary and Secondary Education
Sara Trettin, Office of Educational Technology

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Attendees	Name <E-mail>	Attendance
	Didlo, Amie <Amie.Didlo@ed.gov>	Organizer
	Trettin, Sara <Sara.Trettin@ed.gov>	Required
	Dooley, Nicole <Nicole.Dooley@ed.gov>	Required
	Dufresne, Bernard <Bernard.DuFresne@ed.gov>	Required
	Joseph, Denise <Denise.Joseph@ed.gov>	Required
	Browning, Andrea <Andrea.Browning@ed.gov>	Optional
	Ford, Kim R. <Kim.Ford@ed.gov>	Optional
	Tobin, Lisa <Lisa.Tobin@ed.gov>	Optional
	Blue, Brittany <Brittany.Blue@ed.gov>	Optional
	Collins, Carolyn <Carolyn.Collins@ed.gov>	Optional
	Cunningham, Phavy <Phavy.Cunningham@ed.gov>	Optional
	DeAlmeida-Law, Ava <Ava.M.DeAlmeida-Law@ed.gov>	Optional
	Helton, Charity <Charity.Helton@ed.gov>	Optional
	Lamba-Nieves, Nalini <Nalini.Lamba-Nieves@ed.gov>	Optional
	Maraj, Ashley <Ashley.Maraj@ed.gov>	Optional
	McDonald-Lowe, Stacey <Stacey.McDonald-Lowe@ed.gov>	Optional
	Mehrotra, Pavan <Pavan.Mehrotra@ed.gov>	Optional
	Painter, Robyn <Robyn.Painter@ed.gov>	Optional
	Stabile, Bernardo <Bernardo.Stabile@ed.gov>	Optional
	Tucker, Michelle <Michelle.Tucker@ed.gov>	Optional
	White, April <April.White@ed.gov>	Optional
	White, Shavonney <Shavonney.White@ed.gov>	Optional
	Yamashiro, Amy <Amy.Yamashiro@ed.gov>	Optional

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Van Pelt, Steve <Steve.Van.Pelt@ed.gov>	Optional
Morrisey, Jenay <Jenay.Morrisey@ed.gov>	Optional
Quesinberry, Elaine <Elaine.Quesinberry@ed.gov>	Optional
chris@careerstonegroup.com <chris@careerstonegroup.com>	Optional
McMillian-Roberts, Kathleen <Kathleen.McMillianRoberts@ed.gov>	Optional
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Optional
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Optional
Barney, Amanda <Amanda.Barney@ed.gov>	Optional
Ryan, Sam <Sam.Ryan@ed.gov>	Optional
Barren, Morris <Morris.Barren@ed.gov>	Optional
OESE.RecognizED <RecognizED@ed.gov>	Optional
Malico, Melinda <Melinda.Malico@ed.gov>	Optional
Bonner, Theanice (Contractor) <Theanice.Bonner@ed.gov>	Optional
Foster, Crystal <Crystal.Foster@ed.gov>	Optional
Bradford, Sebrina <Sebrina.Bradford@ed.gov>	Optional
Hamilton, Josephine <Josephine.Hamilton@ed.gov>	Optional
Hamlin, Michael <Michael.Hamlin@ed.gov>	Optional
Goff, Jessica <Jessica.Goff@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional
Oberst, Megan <Megan.Oberst@ed.gov>	Optional

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Shackel, Erin <Erin.Shackel@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional
Carter, Denise <Denise.Carter@ed.gov>	Optional
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Optional
Baker, Juanita (Contractor) <Juanita.Baker@ed.gov>	Optional
Randolph, LaDawn <LaDawn.Randolph@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Padgett, Jennifer <Jennifer.Padgett@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Fisher, Collette <Collette.Fisher@ed.gov>	Optional
Woodley, Danita <Danita.Woodley@ed.gov>	Optional
Pugh, Catherine <Catherine.Pugh@ed.gov>	Optional
Newman, Sarah <Sarah.Newman@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
Smith, Jamila <Jamila.Smith@ed.gov>	Optional

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Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
OESE <OESE@ed.gov>	Optional
Dupree, Philnisha <Philnisha.Dupree@ed.gov>	Optional
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional
Fleming, Patrice <Patrice.Fleming@ed.gov>	Optional
DeVos, Betsy <Betsy.DeVos@ed.gov>	Optional
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Optional
Quiroz, Michael <Michael.Quiroz@ed.gov>	Optional
Crabtree, Rachel <Rachel.Crabtree@ed.gov>	Optional
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Optional
Nordahl, Nicholas <Nicholas.Nordahl@ed.gov>	Optional
Booth, Lindsay <Lindsay.Booth@ed.gov>	Optional
Stern, Jacob <Jacob.Stern@ed.gov>	Optional
Robertson, Elyse <Elyse.Robertson@ed.gov>	Optional
Banks, Amy <Amy.Banks@ed.gov>	Optional
McLaughlin, John <John.McLaughlin@ed.gov>	Optional
Outlaw, Barbara <Barbara.Outlaw@ed.gov>	Optional
Fenwick, Beverly <Beverly.Fenwick@ed.gov>	Optional
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Moore, ReShone <ReShone.Moore@ed.gov>	Optional
Davy, Shakir <Shakir.Davy@ed.gov>	Optional
Gipson, Chaz <Chaz.Gipson@ed.gov>	Optional
Cleveland, Nichol <Nichol.Cleveland@ed.gov>	Optional

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Crawford, Ray <Ray.Crawford@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Mould, Jim <Jim.Mould@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Cook, Elise <Elise.Cook@ed.gov>	Optional
Smith, Andrew V. <Andrew.V.Smith@ed.gov>	Optional
Harrison, Lisa <Lisa.Harrison@ed.gov>	Optional
Burton, Sharon <Sharon.Burton@ed.gov>	Optional
White, Nicole <Nicole.White@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject EVENT: P21 Century Learning Strategic Council Meeting
Location NEA-DC
Attachments Draft-P21-TPs-JB-allcomments.docx
Draft-P21-QA-JB-allcomments.docx
P21_framework_0816.pdf
P21_Framework_Definitions.pdf
Show Time As Busy

Event Name: EVENT: P21 Century Learning Strategic Council Meeting
Purpose: To engage with stakeholders on CTE/P21.
Date: June 14th 1PM-1:30PM
Location: NEA

BRIEFING MATERIALS:

FRAMEWORK FOR 21ST CENTURY LEARNING

P21 FRAMEWORK DEFINITIONS

TALKING POINTS

Q&A

Categories Purple Category
Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Prep for Call w/Alexander's Office
Location Jason's Office - 3W315 - 400 Maryland Ave SWWashington DC 20202United States
Show Time As Busy

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required

Time 2:25 PM – 2:30 PM
Subject 5 Minute w/ Dr. Gella
Location 3W309
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject INTERVIEW: Dr. Gella

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Location Jason's Office 3W315
Attachments Dr. Gella.pdf
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

Tim (b)(6)
Subje
Show Time
Categori
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:30 PM
Subject ESSA Call
Location Conference Call
Importance High
Attachments State Plan examples -ED response to Hill Comments.docx
Show Time As Busy
(b)(6)

MATERIALS

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Goad, Robert <Robert.Goad@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Oppenheim, Peter (HELP Committee) <Peter_Oppenheim@help.senate.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

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Time	6/14/2017 8:00 PM – 6/15/2017 8:00 PM
Subject	Mark Teleworking - Atlanta Regional Office
Location	Call (202) 549-9956 if Needed
Show Time As	Free

Attendees	**Name <E-mail>**	**Attendance**
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required

Thursday, June 15, 2017

Time	9:30 AM – 10:00 AM
Subject	Meet with Rob/Ebony/Jason
Location	7W315
Show Time As	Busy

Hi – Josh would like to meet with this group as early as possible this morning.

Thanks,
Eric

Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
	Goad, Robert <Robert.Goad@ed.gov>	Required

AMERICAN OVERSIGHT

	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: CC & JB OCO
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: OCO/OESE
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: OCO/OESE
Purpose: To discuss working relationship between OCO/OESE.
Date: June 15th 10:30AM-11AM
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required

Time 11:00 AM – 12:30 PM
Subject BRIEFING: Policy Committee
Attachments Options memo Title IV Part A subgrant awards (6.7.17).docx
TA Policy Committee Memo 6 12 17.doc
Decision Memo_ESEA Waivers HHv3.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time	12:30 PM – 1:30 PM
Subject	Jason's Lunch Time
Location	Jason's Preference
Show Time As	Busy
Categories	Orange Category
Attendees	**Name <E-mail>** — **Attendance**
	Botel, Jason <Jason.Botel@ed.gov> — Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov> — Required

Time	1:30 PM – 2:00 PM
Subject	discuss 2nd round of questions from Alexander's office and 2 questions re AL
Location	3w315
Show Time As	Busy
	Formative vs summative provision in essa? If ACT folds
Attendees	**Name <E-mail>** — **Attendance**
	Botel, Jason <Jason.Botel@ed.gov> — Organizer
	Chism, Monique <Monique.Chism@ed.gov> — Required
	Simons, Jane <Jane.Simons@ed.gov> — Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov> — Optional
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov> — Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov> — Required
	Esquith, David <David.Esquith@ed.gov> — Required
	Coxen, Carrie <Carrie.Coxen@ed.gov> — Required

Time	1:55 PM – 3:00 PM
Subject	EVENT: Engaging Fathers and Families Convening
Location	Barnard Auditorium
Importance	High
Attachments	FCE Talking Points for FathersEngaged.docx Fathers Panel Questions 3Education DRAFT for Jason.docx Fathers Program Agenda FINAL.PDF Briefing Memo Updated61417 -Botel.doc

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Fathers in Education Opening Remarks_JB_617.docx

Show Time As Busy

Name of Event: EVENT: Engaging Fathers and Families Convening
Date: June 15th 1:55PM-3PM
Location: LBJ Barnard
Purpose: in coordination with Office of Faith-Based and Neighborhood Partnerships, HHS, and HUD Jason will provide remarks and moderate a Fathers in Education Panel.

Basic Rundown:
JB Brief Remarks
JB Moderates Panel
Closing Remarks-TBD [not JB]

DRAFT PROGRAM AGENDA –MOST UP TO DATE

BRIEFING PAPER

DRAFT REMARKS-THANKS CHAREESE!

DRAFT PANEL QUESTIONS-MOST UP TO DATE

DRAFT TALKING POINTS-From Frances

Categories Red Category, Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:00 PM – 2:30 PM

Subject OESE Team "Stand Down" for the FEVS - Thursday, June 15, 2017

Location At YOUR Computer...

Show Time As Tentative

OESE Team,

In military settings, first response units (such as fire and police) and other critical operations, occasionally, events may occur that require everyone's attention. In those cases, a general, police or fire chief will call for a "stand down"—meaning, everyone and everything comes to a halt, to focus on something that is salient for the good of the order to acknowledge. On this coming Thursday, June 15th at 2:00 p.m., our Acting Assistant Secretary, Jason Botel, has called for a stand down, in

AMERICAN OVERSIGHT

order for us to focus attention on completing the FEVS survey. During that time, Jason is encouraging us to arrange our schedules and consider how we can devote just 30 minutes to the completion of the FEVS survey. Although the survey completion is voluntary and not mandatory, he wanted us to express how much he is looking forward to receiving the results of the survey, as the newest senior leader to join our OESE team. Please consider participating in the stand down, if you have not completed your FEVS survey before then. And many thanks to those of you have already done so.

Thank you,
Mw

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	OESE All Users <_OESEAllUsers@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
	Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
	Cox, Katherine <Katherine.Cox@ed.gov>	Optional
	Jung, Britt <Britt.Jung@ed.gov>	Optional
	Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
	Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional
	Lund, Miriam <Miriam.Lund@ed.gov>	Optional
	Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
	Long, Bonny <Bonny.Long@ed.gov>	Optional

AMERICAN OVERSIGHT

Richardson, Andre <Andre.Richardson@ed.gov>	Optional
Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Patrick, Kelly <Kelly.Patrick@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Davis, Paulette <Paulette.Davis@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Henderson, Charles <Charles.Henderson@ed.gov>	Optional
Briggs, Ashley <Ashley.Briggs@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Lee, Wanda <Wanda.Lee@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Eldridge, Peter <Peter.Eldridge@ed.gov>	Optional
Jackson, Lissa <Lissa.Jackson@ed.gov>	Optional
Tate, Christopher <Christopher.Tate@ed.gov>	Optional
Rattler, Pat <Pat.Rattler@ed.gov>	Optional

AMERICAN OVERSIGHT

Scott, Tracey <Tracey.Albert@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Belachew, Metasebia <Metasebia.Belachew@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Smith, Jamila <Jamila.Smith@ed.gov>	Optional
Hitchcock, Robert <Robert.Hitchcock@ed.gov>	Optional
Okahara, Kim <Kim.Okahara@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Scannelli, Carol <Carol.Scannelli@ed.gov>	Optional
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional

AMERICAN OVERSIGHT

	Siry, Melissa <Melissa.Siry@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject Regulatory Review Task Force Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Optional
Malawer, Hilary <Hilary.Malawer@ed.gov>	Optional
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
Axt, Kathy <Kathy.Axt@ed.gov>	Optional

AMERICAN OVERSIGHT

Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Optional
Vitelli, Edward <Edward.Vitelli@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
McLarnon, Gail <Gail.McLarnon@ed.gov>	Optional
Kossack, Andrew <Andrew.Kossack@ed.gov>	Optional
Lahey, Alisa <Alisa.Lahey@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject CCSSO CALL *
Importance High
Show Time As Busy

Monique and Jane on this call.

Jason will not be on this call.

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required

Time (b)(6)
Subject
Recurrence
Show Time As
Categories Blue Category

Time 6/15/2017 8:00 PM – 6/16/2017 8:00 PM

AMERICAN OVERSIGHT

Subject (b)(6)
Show Time As

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required

Time (b)(6)
Subject
Location
Show Time As

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required

Friday, June 16, 2017

Time	(b)(6)
Subject	
Show Time As	

Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time	9:00 AM – 9:10 AM
Subject	MEET: Jose Drop By
Location	Jason's Office 3W315
Show Time As	Busy

Meeting Name: MEET: Jose Drop By
Purpose: Jose will introduce Jason to a Title I, II, III, Migrant, Pre-K and SIG Director in North Carolina A quick meet & greet… She can provide some SEA & LEA perspective as well.
Date: June 16th 9AM-9:10AM
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required

Time	9:00 AM – 9:30 AM
Subject	MEETING: Zalima BCPS-Success Academy
Location	Jason's Office 3W315
Show Time As	Busy

Meeting Name: MEETING: Zalima BCPS-Success Academy
Purpose: Introductory meeting with Baltimore TFA Corps Member 13; Will start next year with Success Academy in Harlem.

AMERICAN OVERSIGHT

	Location: Jason's Office –Department of Education
Categories	Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	barazaniza@gmail.com <barazaniza@gmail.com>	Required

Time	9:30 AM – 10:00 AM
Subject	MEET: Alabama
Location	Jason's Office 3W315
Importance	High
Attachments	Alabama_June 1_2017.pdf
Show Time As	Busy
	Conference Call Information Jason Botel: Number: 1-866-732-0811 Participant: 944-910-3

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Peasley, Donald <Donald.Peasley@ed.gov>	Required
	Putney, LaTisha <Latisha.Putney@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

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Time	10:00 AM – 10:30 AM
Subject	Weekly Update: Ebony Lee & Jason Botel
Location	7W315
Show Time As	Busy
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**

AMERICAN OVERSIGHT

Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 11:00 AM – 11:15 AM
Subject Chris check-in with Jason re- state plan FAQ
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:15 AM
Subject Pls send edits on ESSA State Plan FAQ to Chris
Show Time As Tentative
Sensitivity Private
Attendees

Name <E-mail>	Attendance
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Transportation-Motor Pool Confirmed

AMERICAN OVERSIGHT

Show Time As	Busy
	(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	12:00 PM – 2:30 PM
Subject	Opioid Commission
Location	EEOB 350
Importance	High
Attachments	Commission_Meeting_Agenda_June_12.17.pdf Commission Charter signed.pdf Executive Order 13784 opioid commission - 3 29 2017.pdf Federal Register Notice Commission mtg1.docx Federal Register Notice Commission mtg2.docx
Show Time As	Busy

AGENDA

COMMISSION MATERIALS

EMAIL INVITE
Woodberry, Vanessa L. EOP/ONDCP < HYPERLINK "mailto:Vanessa_L._Woodberry@ONDCP.EOP.GOV" Vanessa_L._Woodberry@ONDCP.EOP.GOV>
We look forward to seeing you at the First Meeting of the President's Commission on Combating Drug Addiction and the Opioid Crisis which will be held tomorrow, June 16, 2017 from 12:30 pm to approximately 2:30 pm at the Eisenhower Executive Office Building 1650 Pennsylvania Avenue Room 350, in Washington, D.C. We ask that you please plan to arrive at least 30 minutes early to allow time for security processing. Please note, for admittance you must present a valid government issued ID at the entrance of 17th Street, and State Place NW. The information on your ID MUST match the information that was submitted to the WAVES link that was provided to you. Staff will be available at the check in booth to direct you to the meeting location and assist in the event there's an issue with your WAVES.

A copy of the agenda is attached for your information.

Please let me know if you have any questions or need any additional information.

Respectfully,

Vanessa L. Woodberry
Executive Assistant
National Drug Control Policy

AMERICAN OVERSIGHT

750 17th Street, NW
Washington, DC 20503
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Transportation-JB Arranged
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject PHONE CALL: Alabama Superintendent Michael Sentance
Location Jason will call 334-242-9704
Importance High
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
msentance@alsde.edu <msentance@alsde.edu>	Required
lakyser@alsde.edu <lakyser@alsde.edu>	Required

Time 3:00 PM – 5:00 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov> Required

Sunday, June 18, 2017

Time 7:00 PM – 8:00 PM
Subject HOLD: EVENT: U.S. Presidential Scholars Medallion Ceremony
Location Mellon Auditorium
Importance High
Attachments USPS Medallion Ceremony Event Request.docx
061617_DRAFT_Presidential_Scholars_Program-alledits.docx
Show Time As Busy

Event Name: U.S. Presidential Scholars Medallion Ceremony
Date: June 18th 7:30 PM

Barring any last-minute additions, we anticipate the following Run of Show:
· Marina welcomes everyone and introduces the welcome video from Secretary DeVos.
· Once the video concludes, Marina introduces Jason.
· Jason makes remarks and exits the stage.
· Marina introduces Congressman Jamie Raskin (former Scholar) from Maryland.
· Congressman Raskin makes remarks and exits the stage.
· Students receive their medallions.

TALKING POINTS

EVENT REQUEST FORM

Primary Contact
Simone Olson
Executive Director
U.S. Presidential Scholars Program
202.205.8719 (office)
(b)(6)
HYPERLINK "mailto:Simone.Olson@ed.gov" Simone.Olson@ed.gov

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Monday, June 19, 2017

Time 8:00 AM – 10:30 AM
Subject Jason Off Site

AMERICAN OVERSIGHT

Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Pre Meet for Call with AL Delegation
Location 3W315 - Jason's office
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 10:30 AM – 11:30 AM
Subject MEET: State Plan Review
Location WDCFB6-3C100
Importance High
Attachments TN Preliminary Table.docx
TN Panel Notes FINAL.pdf
TN OSS State Plan Deliberative Memo Table.docx
TN - MV Consoldiated Peer Review Notes 06 19 2017.docx
Show Time As Busy
Meeting Name: State Plan Review
Purpose: TN Review.
Location: WDCFB6-3C100

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

AMERICAN OVERSIGHT

TN (McKinney-Vento peer review notes) will be added Monday

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Barlow, Christine <Christine.Barlow@ed.gov>	Required
	Simons, Jane <Jane.Simons@ed.gov>	Required
	Becker, Judith <Judith.Becker@ed.gov>	Required
	Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
	WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Optional
	Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional

AMERICAN OVERSIGHT

Wells, Michael <Michael.Wells@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Oberst, Megan <Megan.Oberst@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Lisa Sadeghi (Lisa.sadeghi@ed.gov) <Lisa.sadeghi@ed.gov>	Optional
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
WDCFB6-5C100 (Managed) <WDCFB6-5C100@ed.gov>	Resource

Time 12:00 PM – 12:30 PM
Subject PHONE CALL: AL Senate-Strange; Shelby
Location PHONE CALL
Show Time As Busy

Meeting Name: PHONE CALL: AL Senate-Strange; Shelby
Purpose: To discuss Alabama testing waiver.
Date: June 19th Noon-12:30PM

Conference Call Information Jason Botel:
(b)(6)

Participants:
Hamilton Bloom, Legislative Assistant, Sen. Shelby
Nick Moore, Legislative Assistant, Sen. Strange
Kathleen Smith-Ed
Jason Botel-Ed
Monique Chism-Ed

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required

AMERICAN OVERSIGHT

	Nick_Moore@strange.senate.gov <Nick_Moore@strange.senate.gov>	Required
	Hamilton_Bloom@shelby.senate.gov <Hamilton_Bloom@shelby.senate.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Optional
	Foltz, Jon (Strange) <Jon_Foltz@strange.senate.gov>	Optional

---

Time 12:30 PM – 1:00 PM
Subject MEET: Personnel Update
Location 3W309
Show Time As Busy

Meeting Name: MEET: Personnel Update
Purpose: To discuss personnel updates.
Date: June 19th 12:30PM-1PM
Location: Next to Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: Michele McLaughlin Knowledge Alliance
Location Jason's Office 3W315
Attachments Knowledge Alliance Brief.docx
Show Time As Busy

Meeting Name: Michele McLaughlin Knowledge Alliance
Time: June 19th 1PM-1:30PM
Location: Department of Education-Jason's Office 3W315
Purpose: Coffee Chat

BRIEFING MATERIALS
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject EVENT: FLOTUS Greets Presidential Scholars
Location EEOB
Show Time As Busy
East Room
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:30 PM – 5:00 PM
Subject Carrie / jason look at week
Show Time As Busy

1. Look at week
2. Remarks for Saturday morning
3. When is follow up call with dr oz? When is internal meeting to prep for it?

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: MC & JB Red & Yellow Folders
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject MEET: TMS & REACH
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: TMS & REACH
Purpose: To discuss TMS & REACH plans.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Tuesday, June 20, 2017

Time 9:00 AM – 10:30 AM
Subject State Plan Review
Location WDCFB6-3C100;
Attachments TN - MV Consoldiated Peer Review Notes 06 19 2017.docx
TN Preliminary Table.docx
TN Panel Notes FINAL.pdf
TN OSS State Plan Deliberative Memo Table.docx
CT - Consolidated Peer Review Notes 06 06 2017.docx
CT OSS State Plan Deliberative Memo Table 6.12.17MSG.docx
CT Panel Notes FINAL.docx
CT Preliminary Table.docx
NJ OSS Deliberative Memo.docx
NJ Panel Notes FINAL.pdf
NJ Preliminary Table.docx
OR OSS State Plan Deliberative Memo Table 6.19.17.docx
OR Panel Notes FINAL.pdf
OR Preliminary Table 6.19.17.docx
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

CT MATERIALS

1) Preliminary Table
2) OSS Deliberative Memo
3) Title I/III Peer Reviewer Notes
4) McKinney Vento Peer Review notes

NJ MATERIALS

1) Preliminary Table
2) OSS Deliberative Memo
3) Title I/III Peer Reviewer Notes
4) McKinney Vento Peer Review notes (forthcoming)

OR MATERIALS

1) Preliminary Table
2) OSS Deliberative Memo
3) Title I/III Peer Reviewer Notes
4) McKinney Vento Peer Review notes (forthcoming)

Part 2 Discussion of TN MATERIALS

Attendees **Name <E-mail>** **Attendance**

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
WDCFB6-6C100 (Managed) <WDCFB6-6C100@ed.gov>	Resource
Richey, Kimberly <Kimberly.Richey@ed.gov>	Optional
Butler, James (James.Butler@ed.gov) <James.Butler@ed.gov>	Optional

AMERICAN OVERSIGHT

Myers, Shauna <Shauna.Myers@ed.gov>	Optional
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Hembrey, Tanesha <Tanesha.Hembrey@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional
Oberst, Megan <Megan.Oberst@ed.gov>	Optional
Kimberly Richey <krichey43@aol.com>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
WDCFB6-5C100 (Managed) <WDCFB6-5C100@ed.gov>	Resource

Time 10:30 AM – 11:00 AM
Subject PHONE CALL: Alabama Superintendent Michael Sentance
Location Jason will call (b)(6)
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
lakyser@alsde.edu <lakyser@alsde.edu>	Required
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
msentance@alsde.edu <msentance@alsde.edu>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: Junior Achievement Academy
Location Jason's Office 3W315
Attachments Junior Achievement.docx
F. - JA Academy Concept Brief 050517 - JAUSA.pdf
Show Time As Busy

Meeting Name: MEETING: Junior Achievement Academy
Purpose: TBD
Date: June 20th 11AM-11:30AM
Location: Jason's Office

BRIEFING MATERIALS

MATERIALS PROVIDED BY JUNIOR ACHIEVEMENT

PARTICIPANTS
Jack Kosakowski, President and CEO, Junior Achievement USA
Cecil Thibodeaux, Executive Vice President, Junior Achievement USA (I go by Buzzy)
Mary Catherine Desrosiers, Senior Vice President-Education and Learning Technologies, Junior Achievement USA
Jack Harris, President, JA of Georgia
Paul Cambon, The Livingston Group

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ->Dept of Interior
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 1:00 PM

AMERICAN OVERSIGHT

Subject MEETING AT DOI:-Jim Cason
Location DOI
Attachments shortMOA_alt.docx
Show Time As Busy

Meeting Name: MEETING AT DOI:-Jim Cason
Date: June 20th Noon-1PM
Location: Jim's office, room 6113 at MIB, 1849 C Street NW

MATERIALS

BACKGROUND/CONTEXT

1. The transition to ESSA requires that BIE and ED established a new MOA in order for ED to transfer FY 17 funds. Therefore, we need to reach an agreement with BIE because ED cannot legally transfer funds on July 1 without a signed MOA.

2. The new law goes into effect at the beginning of the 17-18 school year and with the distribution of the FY 17 funds it is expected that implementation of ESSA will occur. BIE schools cannot implement ESSA until the BIE completes is negotiated rulemaking process. Hence any delay to the process raises concern for ED in term or our responsibility for oversight of the funds.

3. If we are able to reach agreement on the MOA, ED will release 25% of the FY17 federal funds on July 1 and then based on the agreements in the MOA will release the remaining 75% on October 2 if the agreements are met.

There are 3 unresolved issues between the two agencies:

1. Notice in Federal Register/selection of negotiators:

a. ED would like BIE to publish the announcement of the negotiated rule making process and inviting nominations for negotiators in the Federal Register with the final date for submissions of nominations no later than 9/1. This would allow the information about selected negotiators to be made public by 10/2, which was considered important for purposes of accountability to the public.

b. BIE would like to publish the announcement by 10/2, which presumably pushes back making the final selections to Nov or beyond, which delays the process.

2. Timeline for negotiated rulemaking:

a. ED would like a draft timeline for negotiated rulemaking from BIE prior to 10/2 in order to plan out the process. It is difficult to understand why BIE would be unable to produce even a draft timeline before 10/2.

b. BIE would like to share a draft timeline for negotiated rulemaking

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by 10/2.

3. Issue Papers

a. ED's position is that issue papers are needed by 10/2. ED conceded that the papers can be in draft form but feels strongly that at least a draft version is necessary by 10/2 for practical purposes—the papers serve starting point for the negotiated rulemaking. Using issue papers for negotiated rulemaking has been a best practice at ED.

b. BIE suggested a draft timeline for negotiated rulemaking in lieu of issue papers by 10/2.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Transportation-Motor Pool Confirmed
Location Dept of Interior->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: Peter Zamora CCSSO
Location Jason's Office 3W315
Attachments 6 12 17 DRAFT CCSSO template ESSA spending handbook.docx
Show Time As Busy

Meeting Name: MEETING: Peter Zamora CCSSO
Date: June 20th 1:30PM-2PM
Location: Jason's Office
Purpose: Peter wants to meet about fiscal and grants management issues, to discuss this work and how he may coordinate to ensure that ED supports more efficient uses of limited federal funds. If appropriate, I'd like to bring the attorneys at the Federal Education Group with whom we've been working on these issues. We'd also be happy to discuss the Weighted Student Funding pilot under ESSA.

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PARTICIPANTS
Peter Zamora, Director of Federal Relations, Council of Chief State School Officers
Melissa Junge, Partner, Federal Education Group
Sheara Krvaric, Partner, Federal Education Group

PROVIDED MATERIALS

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Jason and Liz
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason and Liz
Location: Jason's Office
Purpose: TBD

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Handing out Popcorn to OESE staff
Location East and West Elevators
Show Time As Busy

Hello Everyone,

We would like to say thank-you to everyone that has taken the time to complete the EVS survey, so as a token of appreciation we will be handing out popcorn today between 2:30 p.m. - 3:00p.m. to our OESE team. If you are available to help handout popcorn please meet by the elevators.

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Thanks in advance for the help.

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
	Randall, Valerie <Valerie.Randall@ed.gov>	Required
	Dickard, Norris <Norris.Dickard@ed.gov>	Required
	Kesner, Paul <Paul.Kesner@ed.gov>	Required
	Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
	Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Wells, Michael <Michael.Wells@ed.gov>	Required
	Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
	Jung, Britt <Britt.Jung@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Optional

Time 2:45 PM – 3:15 PM
Subject BRIEFING: MEETING: Rhian Allvin
Attachments 06-20-17 Meeting with Rhian Allvin.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:45 PM – 3:15 PM
Subject Meeting with Rhian Allvin, CEO, National Association for the Education of Young Children (NAEYC)
Location Office of the Secretary
Show Time As Busy

2:45 p.m. – 3:15 p.m. MEETING WITH RHIAN ALLVIN, CEO, NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG

AMERICAN OVERSIGHT

CHILDREN (NAEYC)
Location: LBJ Department of Education Building
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Chris Rinkus
Cell: (b)(6)
Staff: Ebony Lee, Jason Botel
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: National Center for Families Learning
Location Jason's Office 3W315
Attachments National Center for Families Learning Brief.docx
Show Time As Busy

Meeting Name: MEETING: National Center for Families Learning
Purpose: To discuss NCFL's initiatives in early childhood education, family literacy, and demonstration family charter schools.
Date: June 20th 4PM-4:30PM
Location: Jason's Office

Participants
-Sharon Darling-President and Founder NCFL
-Shea Coughlin- VP NCFL
-Kuna Tavlin-Policy Director, Washington Partners (federally registered lobbyist)

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PROPOSED AGENDA
1. Introduction to NCFL;
2. Introduction to 4-component family literacy;
3. Update on NCFL's current initiatives;
4. Exploration of areas in common between NCFL and the Department of Education.

Background on NCFL
NCFL is currently engaged in: http://www.familieslearning.org/our-capabilities/our-capabilities.html

BRIEFING MATERIALS

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEETING: CALL DE Secretary of Education Susan Bunting
Location Jason's Office 3W315// Sec. Bunting will call in
Importance High
Show Time As Busy

Meeting Name: MEETING: CALL DE Secretary of Education Susan Bunting
Purpose: ESSA call.
Location: Jason's Office / Phone Call

Conference Call Information Jason Botel:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required

AMERICAN OVERSIGHT

	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Required

Time 6:00 PM – 6:30 PM
Subject MEETING: CALL w/ Barnum
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Wednesday, June 2 (b)(6)

Time
Subject
Show Time As
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 8:00 AM – 9:00 AM
Subject MEETING: Michael Feinberg
Location Vie de France-600 Maryland Ave SW
Show Time As Busy
Categories Purple Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:30 AM
Subject FY 2019 Work Groups - School Choice-related activities (with agenda)
Location 5C100
Attachments FY 2019 Internal Process 6-14-2017 Final.docx
Agenda_FY 2019 Internal Process School Choice.docx
Show Time As Busy

Colleagues

This is the kick off meeting for one of the FY 2019 Budget work group meeting. As you saw in my email (attached), we are setting up four work groups made up of political and career staff that will review proposals and develop options papers around the following areas: FY 2019 proposed eliminations or reductions, school choice-related activities, higher education programs, and career and technical education programs.

Please see the attached document which describes the timeline for this work group as well as key questions that will impact the final options that we will recommend to the Secretary for potential inclusion in the Department's FY 2019 request to OMB. During this meeting, we will discuss key issues in this area, policy and budget options that could address these issues, and work assignments for finalizing our recommendations.

While we tried to keep these groups small, please reach out if you would like to include additional members to these work groups.

If you have any questions, please advise.

Conference Line:
Dial-in Number: (b)(6)
Participant Access Code:

FY 2019 Internal Process 6-14-2017 Final.docx

objattph://" objattph://"

Attendees	Name <E-mail>	Attendance
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Stanton, Craig <Craig.Stanton@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required

Time 10:00 AM – 12:00 PM
Subject EH17 Tabletop Exercise
Location (b)(6)

Attachments EAGLE HORIZON (EH) 2017 1 v3.pptx
Show Time As Busy

Attached is the slide deck for the Table Top. If you believe others in office should attend/call in please feel free to forward.

objattph://"

Eagle Horizon is an annual continuity exercise that examines the federal government's ability to perform its essential functions, account for staff in an emergency, and evaluate reconstitution plans. The Federal Department's/Agencies (D/A's) are required to participate in order to meet the annual exercise requirements set forth in the National Security Presidential Directive 51/Homeland Security Presidential Directive 20 and the Federal Continuity Policy 1 (FCD-1). This exercise works to ensure federal D/A's are focusing on the Federal organizations' continuity of operations programs, while improving the agencies plans.

Please make every effort to attend.

Thanks,
Ron

Ronald J. Luczak
Director, Security, Facilities, and Logistics Services
U.S. Department of Education, Office of Management,
Security Services (Suite 2W314, LBJ Federal Bldg),
400 Maryland Avenue SW, Washington, DC 20202
TEL: 202-260-7727
FAX: 202-205-7940
Email: HYPERLINK

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"mailto:Ronald.Luczak@ed.gov"Ronald.Luczak@ed.gov

Categories Red Category

Attendees

Name <E-mail>	Attendance
Luczak, Ronald <Ronald.Luczak@ed.gov>	Organizer
Pepin, Andrew <Andrew.Pepin@ed.gov>	Required
DeVos, Betsy <Betsy.DeVos@ed.gov>	Required
Hawley, Colette <Colette.Hawley@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Senecal, Lisa <Lisa.Senecal@ed.gov>	Required
Stracke, Linda <Linda.Stracke@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Dedert, Mitchell <Mitchell.Dedert@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
Chester, LaVerne <LaVerne.Chester@ed.gov>	Required
Long, Brenda <Brenda.Long@ed.gov>	Required
Dixon, Cindy <Cindy.Dixon@ed.gov>	Required
Shipp, Paula <Paula.Shipp@ed.gov>	Required

AMERICAN OVERSIGHT

Morgan, Earl <Earl.Morgan@ed.gov>	Required
Maddox, Keith M. <Keith.Maddox@ed.gov>	Required
Clark, Teresa <Teresa.Clark@ed.gov>	Required
Winston, Melanie <Melanie.Winston@ed.gov>	Required
Sheriff-Parker, Jennifer <Jennifer.Sheriff-Parker@ed.gov>	Required
Davis, Wanda <Wanda.Davis@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
Stanard, Stephanie <Stephanie.Stanard@ed.gov>	Required
Adler, Sheryl <Sheryl.Adler@ed.gov>	Required
Shields, Trina <Trina.Shields@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Minor, Leontyne <Leontyne.Minor@ed.gov>	Required
Araujo, Liza <Liza.Araujo@ed.gov>	Required
Coles, Tawanna C. <Tawanna.Coles@ed.gov>	Required
Mwalimu, Munira <Munira.Mwalimu@ed.gov>	Required
Medley, Lewis <Lewis.Medley@ed.gov>	Required
Almond-Madkins, Tamyra <Tamyra.Almond-Madkins@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Jameson, Richard <Richard.Jameson@ed.gov>	Required
Tighe, Kathleen S. <Kathleen.Tighe@ed.gov>	Required
Kepler, Jeffrey <Jeffrey.Kepler@ed.gov>	Required
Graves, Tarek <Tarek.Graves@ed.gov>	Required

AMERICAN OVERSIGHT

Soltis, Tim <Tim.Soltis@ed.gov>	Required
Polk, Ted <Ted.Polk@ed.gov>	Optional
Cotton, Darieta <Darieta.Cotton@ed.gov>	Optional
Andy.Fang <Andy.Fang@usdoj.gov>	Optional
Devin.Fisher <Devin.Fisher@usdoj.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional
Petersen, Molly <Molly.Petersen@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject MEETING: Scott Barron-School Growth
Location Jason's Office 3W315
Attachments School Growth Ed Gov.pdf
Show Time As Busy

Meeting Name: MEETING: Scott Barron-School Growth
Date: June 21st 11AM-11:30AM
Location: Jason's Office
Purpose: Follow up from phone call in May.

MATERIALS RECEIVED

Categories Purple Category
Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: Philip Tegeler -Poverty & Race Research Action Council
Location Jason's Office 3W315
Attachments OESE_Meeting_Request - Tegeler and NCSD.docx
Show Time As Busy

Meeting Name: MEETING: Philip Tegeler -Poverty & Race Research Action Council
Date: June 21st 2PM-2:30PM
Location: Jason's Office
Purpose: NCSD is important constituent group for the Department for Jason to meet.

AMERICAN OVERSIGHT

Agenda:
1. Introduction to the NCSD and upcoming NCSD activities
2. Learning about the Department's goals re school diversity
3. General discussion of federal policy and K-12 racial and economic integration
4. ESSA Implementation and school diversity

PARTICIPANTS
Todd Cox, NAACP Legal Defense Fund
Jennifer Bellamy, ACLU
Brenda Shum, Lawyers Committee for Civil Rights
Phil Tegeler, PRRAC
Sunil Mansukhani, The Raben Group
Jessica Smiley - Intern

ORIGINAL MEETING REQUEST:

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: MA & JB Debrief on Evidence Planning Meeting
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: MA & JB Debrief on Evidence Planning Meeting
Purpose: To debrief about Evidence Planning Meeting on 6/8
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ->American U
Show Time As Busy

CHARLES

AMERICAN OVERSIGHT

(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject EVENT: Closing Remarks - Nation of Makers
Location School of Communication at American University
Attachments NationalWeekofMaking2017-PressRelease.pdf
Show Time As Busy

Event Name: EVENT: Closing Remarks - Nation of Makers
Date: June 21st 3PM-3:30PM

On Site Contact: Heather Whitaker at (b)(6)

Location
School of Communication at American University
McKinley Building, Media Innovation Lab
4400 Massachusetts Ave NW, Washington, DC 20016

Overview:
The Maker Movement is a modern approach to do-it-yourself that uses technology like 3-D printers, laser cutters and design software in the creation of new and innovative things. In recent years, "making" has seen a growing following in K-12 schools, as it's inter-disciplinary, can be teacher-led or self-guided, and hews closely to STEM fields.

Event:
The National Week of Making is a week of Maker events celebrating the innovation, ingenuity and creativity of Makers. This convening at American University on Wednesday, June 21st is the capstone of the Week of Making. The convening will feature remarks, an exhibition of Maker projects, and a panel on Making in education.

Livestream Link
https://www.youtube.com/user/AUSOCMedia

Schedule of Events:
In the Media Innovation Lab
2:00 – 2:05: Welcome from James Collins, Office of Educational Technology, Department of Education
2:05 – 2:10: Welcome and remarks from Dorothy Jones-Davis, Nation of Makers
2:10 – 2:25: Trey Lathe, Executive Director of Maker Education Initiative
2:25 – 3:00: Making in Education Panel
Moderator: Sara Trettin, Office of Educational Technology, Department of Education
· Heather Lister, Professional Development Chair for ISTE's Librarian

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Network
· David Prete, Director of the Digital Fabrication Lab at Catholic University
· Cara Lesser, Founder and CEO at KID Museum
3:00 – 3:10: Closing Remarks from Jason Botel, Office of Elementary and Secondary Education, Department of Education

Please note the Exhibition Showcase will simultaneously be taking place from 1:00 to 4:00pm.

Attendees:
The invited attendees will include high school and college students, faculty and informal educators, government employees and grantees, and non-profit Maker organizations.

Suggested Messages:

• Happy summer solstice

Honor to spend first day of summer with some of most creative & important people in world

Making is commitment:
Analyze problem or need
Identify a solution
Execute the solution

This is the best way to learn
To teach
To make our country better

At OESE we want to help states and communities give all students the opportunity to learn this way

We talk a lot about innovation today. But Making is more than just talking about innovation. Making is actual innovation. You are creating things that never existed before because of your passion and with your hard work. You are transforming your ideas into things you can see, hear or touch.
• Making requires all the things that we know are incredibly important in education today. It's student-centered learning, it takes close collaboration with others, and it requires the skills that are necessary to succeed in career and college. Plus it's fun!
• We know that that the "Maker Mindset" helps foster a healthy curiosity and teaches practical problem-solving skills. But Making also teaches kids a valuable skill: the skill to fail.
• Makers actively challenge themselves and others to try something new and different. Anyone who's tried something new knows that you often fail the first time—or the first dozen times. Learning from failure is how we learn how to take smart, calculated risks in pursuit of something great. Making has created a space where it's safe for students to fail and to learn from those failures in order to ultimately succeed.

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• Remember to thank your teachers! Without them, and their willingness to spend time working with you after school, on weekends and often at their own expense, none of us would be here today.

PRESS RELEASE
[X]

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Transportation-Motor Pool Confirmed
Location American U->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: HBCU & K12
Location Jason's Office 3W315
Attachments Presidential Executive Order on The White House Initiative to Promote Excell.pdf
Show Time As Busy

1. Get back to glen price

Meeting Name: MEET: HBCU & K12
Purpose: To review Executive Order and next steps.
Location: Jason's Office

EXECUTIVE ORDER
[X]
Excerpt from Executive Order
(ii) enhancing HBCUs' capabilities to serve our Nation's young adults by:
(A) strengthening HBCUs' ability to equitably participate in Federal programs and exploring new ways of improving the relationship between the Federal Government and HBCUs;
(B) fostering private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and program-based excellence throughout HBCUs;

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(C) improving the availability, dissemination, and quality of information concerning HBCUs in the public policy sphere;
(D) sharing administrative and programmatic best practices within the HBCU community;
(E) partnering with elementary and secondary education stakeholders to build a "cradle-to-college" pipeline; and
(F) convening an annual White House Summit on HBCUs to address, among other topics, matters related to the Initiative's missions and functions
Second Excerpt from Executive Order
(c) Federal Agency Plans.
(i) The Secretary of Education (Secretary), in consultation with the Executive Director, shall identify those agencies that regularly interact with HBCUs.
(ii) Each agency identified by the Secretary under subsection (c)(i) of this section shall prepare an annual plan (Agency Plan) describing its efforts to strengthen the capacity of HBCUs to participate in applicable Federal programs and initiatives. Where appropriate, each Agency Plan shall address, among other things, the agency's proposed efforts to:
(A) establish how the agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements;
(B) identify Federal programs and initiatives where HBCUs are not well represented, and improve HBCUs' participation in those programs and initiatives; and
(C) encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.
(iii) The head of each agency identified in subsection (c)(i) of this section shall submit its Agency Plan to the Secretary and the Executive Director no later than 90 days after being so identified, and submit an updated Agency Plan annually thereafter.
(iv) To help fulfill the objectives of the Agency Plans, the head of each agency identified by the Secretary may provide, as appropriate, technical assistance and information to the Executive Director to enhance communication with HBCUs concerning the agency's program activities and the preparation of applications or proposals for grants, contracts, or cooperative agreements.
(v) Each agency identified by the Secretary shall appoint a senior official to report directly to the agency head on that agency's progress under this order, and to serve as liaison to the Initiative.
(d) Interagency Working Group. There is established an Interagency Working Group, which shall be chaired by the Executive Director and shall consist of one representative from each agency identified by the Secretary pursuant to subsection (c)(i) of this section, to help advance and coordinate the work required by this order.
.

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: Workforce Analysis
Location Jason's Office 3W315
Attachments CLEAN - OESE Workforce Analysis Questions 052417 w JB edits 062017.docx
OESE Workforce Analysis Questions 052417 w JB edits 060117.docx
Show Time As Busy

Meeting Name: MEET: Workforce Analysis
Purpose: TBD
Location: Jason's Office

MATERIALS:

Here are two copies with changes. The first is from last week's meeting, with all of Jason's edits. The second is what Mark sent Jason 6/20 with an update to the FTE numbers for core vs. non-core essential work, covered in questions 5.2 and 5.4. Mark polled the program directors again after meeting with Jason last week, to be sure that we had a better estimate of what FTE staffing is required to do our essential work.

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Thursday, June 22, 2017

Time 8:00 AM – 8:30 AM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy

Weekly Update & preview Miami conference.

Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time	8:30 AM – 9:00 AM
Subject	BRIEFING: MEETING: JV/EL/JB
Attachments	Memo on CT TN OR NJ CR Edits.docx
Show Time As	Busy
	Monique reached out to each program office and asked them to identify the most sensitive issues, which she included in the memo. Monique thinks that tomorrow, during the state discussion, there may be a conversation about removing consultation issues from the feedback table but for now she has left these issues in the memo.
Categories	Blue Category
Attendees	**Name <E-mail>** — **Attendance**
	Botel, Jason <Jason.Botel@ed.gov> — Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov> — Required

Time	8:30 AM – 9:00 AM
Subject	Meet with Ebony & Jason
Location	7W315
Show Time As	Busy
	Josh/Jason will call Ebony at 8:30 am: 202-230-4665. Note new time – sorry this is the only time on Thursday available as of right now. RE: Jason and Ebony are requesting an internal meeting with Josh in prep for Monday's potential meeting here at the Department with Alexander and Foxx.
Categories	Red Category
Attendees	**Name <E-mail>** — **Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov> — Organizer
	Lee, Ebony <Ebony.Lee@ed.gov> — Required
	Botel, Jason <Jason.Botel@ed.gov> — Required

Time	9:30 AM – 12:00 PM
Subject	MEET: State Plan Review-MI, MA, LA
Location	WDCFB6-3C100
Attachments	LA OSS Deliberative Memo Table.docx LA Panel Notes FINAL.pdf LA Preliminary Table.docx MI OSS State Plan Deliberative Memo COMBINED.docx MI Panel Notes FINAL.pdf MI Preliminary Table.docx

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Show Time As Busy

Full Time Is Held.
Carrie will bring snacks J
Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

AGENDA
1) MI
2) MA-forthcoming
3) LA
4) Policy issues (Small schools; consultation)

MI MATERIALS
1) OESE Preliminary Table
2) OSS Deliberative Memo
3) Title I/III Panel Notes
4) McKinney-Vento Panel Notes (forthcoming)

LA MATERIALS
1) OESE Preliminary Table
2) OSS Deliberative Memo
3) Title I/III Panel Notes
4) McKinney-Vento Panel Notes (forthcoming)

MA – materials to come later tonight!

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required

AMERICAN OVERSIGHT

Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Eichner, Jill <Jill.Eichner@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
Watson, Debbie <Debbie.Watson@ed.gov>	Optional
Putney, LaTisha (Latisha.Putney@ed.gov) <Latisha.Putney@ed.gov>	Optional
Gervasio, Gabriella <Gabriella.Gervasio@ed.gov>	Optional
Briggs, Ashley (Ashley.Briggs@ed.gov) <Ashley.Briggs@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Proctor, Tammy <Tammy.Proctor@ed.gov>	Optional
Coplin, Julie (Julie.Coplin@ed.gov) <Julie.Coplin@ed.gov>	Optional
Georgia, Michelle (Michelle.Georgia@ed.gov) <Michelle.Georgia@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject MEETING: CALL-Sarah McLean

AMERICAN OVERSIGHT

Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Overview Town Hall Feedback Process
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: NSBA-Christina Shaffer
Location Jason's Office 3W315
Attachments OESE_Meeting_Request.docxNSBA.docx
educationalequity.pdf
School-Choice-What-the-Research-Says-Full-Report-PDF.pdf
Show Time As Busy

Meeting Name: MEETING: NSBA-Christina Shaffer
Purpose: Introductory.
Date: June 20th 1PM-1:30PM
Location: Jason's Office

PROPOSED AGENDA
*We can be especially helpful in support of the Administration's efforts to restore local governance in education and are fully supportive of the work you are doing to roll-back the regulatory and guidance overreach that has swamped school districts in recent years.
*We also can be close collaborators in implementing ESSA and working on other such issues as career and technical education, school accountability and others.
*Finally, we would like to extend a personal invitation for Jason to speak at our Advocacy Institute in January 2018.

ATTENDEES
Tom Gentzel, Executive Director and CEO of NSBA

NSBA CONTACT

AMERICAN OVERSIGHT

Name: Christina Shaffer
Title/Organization: Program Coordinator/NSBA
Phone: (b)(6)
Email: HYPERLINK "mailto:cshaffer@nsba.org" cshaffer@nsba.org

MATERIALS FROM NSBA

EVENT REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject ED - Diversity and Inclusion Council Meeting
Location LBJ | 2nd Floor Conference Room 240-20
Attachments DNI Council Agenda 2017-06-16.pdf
2017-06-08 Council-Charter_DRAFT.MemberReview.pdf
FY18 DCA Planning.pdf
Show Time As Busy
Additional document added to meeting materials

Dear Colleagues:

We look forward to your participation in the next Diversity & Inclusion Council meeting, scheduled for Thursday, June 22. The Council meeting will now be held from 2:00 – 3:00 p.m. in conference room 240-20. In preparation for the meeting, please take time to review the attached materials as there will be a vote on the amended Council charter.

Thank you!

Attendees

Name <E-mail>	Attendance
ED_Diversity_and_Inclusion_Council <ED_Diversity_and_Inclusion_Council@ed.gov>	Organizer
Carter, Denise <Denise.Carter@ed.gov>	Required
Minami, Kristine <Kristine.Minami@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required

AMERICAN OVERSIGHT

Gray, Jason <Jason.Gray@ed.gov>	Required
Battle, Sandra <Sandra.Battle@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Stapleton, Katina <KATINA.STAPLETON@ed.gov>	Required
Drayton, Crystal <Crystal.Drayton@ed.gov>	Required
Lessard, Ron <Ron.Lessard@ed.gov>	Required
Sharpe, Jesse <Jesse.Sharpe@ed.gov>	Required
Cooper, Countess Clarke <Countess.Cooper@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Jones, Gary <Gary.Jones@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Chew, Michael <Michael.Chew@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Thierry, Lisa <Lisa.Thierry@ed.gov>	Required

AMERICAN OVERSIGHT

Winston, Melanie <Melanie.Winston@ed.gov>	Required
Washington, Gwendolyn (OM) <Gwendolyn.Washington@ed.gov>	Required
Suarez, Debra <Debra.Suarez@ed.gov>	Required
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Required
Cook, Karolyn <Karolyn.Cook@ed.gov>	Required
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required
Poirier, Kylie <Kylie.Poirier@ed.gov>	Required
Quezada, Athena <Athena.Quezada@ed.gov>	Required
Harris, Sharon <Sharon.Harris@ed.gov>	Required
Smith, Richard <Richard.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Scarbrough, Marvida <Marvida.Scarbrough@ed.gov>	Required
Porter, Mary (Contractor) <Mary.Porter@ed.gov>	Required
Stanard, Stephanie V <Stephanie.V.Stanard@ed.gov>	Required
Finston, Jacqueline <Jacqueline.Finston@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject Monique, Roberta, Patrick - Weekly Check-in
Location Jason's Office (3W315)

AMERICAN OVERSIGHT

Attachments tx noncompliance es_pr_es_mw_es_PR_ES.DOC
MO - Math Assessment Waiver Request (Deliberative Memo) 6.22.2017.docx
Show Time As Tentative
*Meeting repurposed to include OSS Update

Please see call-in information:
Number: 1-877-988-6918
Participant: 808-920-5
Leader: 116-059-5

Materials:

Attendees	**Name <E-mail>**	**Attendance**
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Rooney, Patrick <patrick.rooney@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Shackel, Erin <Erin.Shackel@ed.gov>	Optional
	Behrend, Daniel <Daniel.Behrend@ed.gov>	Optional
	Wells, Michael <Michael.Wells@ed.gov>	Optional
	Richardson, Andre <Andre.Richardson@ed.gov>	Optional
	Rigling, Kay <Kay.Rigling@ed.gov>	Optional
	Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
	Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
	Clark, Jane <Jane.Clark@ed.gov>	Optional
	Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional

Time 4:00 PM – 5:00 PM
Subject MEET: COS
Attachments Chief of Staff PD 06 06 12.docx
Show Time As Busy
Categories Green Category

Attendees	**Name <E-mail>**	**Attendance**

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 6/22/2017 8:00 PM – 6/25/2017 8:00 PM
Subject JB HOTEL RESERVATION INFO
Location Hotel FOUR POINTS MIAMI BEACH 4343 COLLINS AVE MIAMI BEACH, FL US 33140
Attachments QNRKWT.pdf
Show Time As Free
objattph://"
Hotel FOUR POINTS MIAMI BEACH
4343 COLLINS AVE
MIAMI BEACH, FL US 33140
Tel 1-305-531-7494
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, June 23, 2(b)(6)
Time
Subject
Show Time As
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Categories Blue Category

AMERICAN OVERSIGHT

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 6/23/2017 until 6/30/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Saturday, June 24, 2017

Time 7:30 AM – 8:00 AM
Subject TBD: Mayor Gillum COS
Show Time As Busy
Chief of Staff Dustin Daniels, Tallahassee, FL
When: TBD
Where: TBD
Contact: COS Mr. Daniels, 850-544-6222
Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 8:30 AM – 9:30 AM
Subject USCM SITE CONTACTS
Show Time As Busy
SITE CONTACT:
Kathy Amoroso, Assistant Executive Director, USCM, 202-341-3006 (cell)
Ida Mukendi, USCM, 202-905-6186 (cell)
Joan Crigger, USCM, 202-441-4105 (cell)

AMERICAN OVERSIGHT

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEETING: Boston Mayor Marty Walsh
Location Splash 8
Show Time As Busy

Virginia Mayer
(b)(6)
HYPERLINK "mailto:bostonwash@att.net" bostonwash@att.net

Mayor Marty Walsh, Boston, MA
When: 9:30-10 AM
Where: Splash 8 (Upper Lobby)
Contact: Virginia Mayer, 202-251-3837

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 11:15 AM – 12:30 PM
Subject EVENT: USCM-Miami
Location Miami Beach
Attachments 2017 USCM Miami Beach Mtg - Confirmation for Jason Botel (Jobs Committee).doc
2017 Miami Beach Jobs Committee -FINAL agenda.docx
06.24.17 - USCM Education Standing Committee Meeting.docx
2017 USCM Miami Beach TPs pk ml_ma ah.jb.doc
Show Time As Busy

BRIEFING PAPER

NOTE: Briefing paper includes: briefing paper for the event, including Q&A, biographies and photos, agenda, 2017 proposed resolutions (note resolutions 47 and 48), and membership lists briefing paper for the event, including Q&A, biographies and photos, agenda, 2017 proposed resolutions (note resolutions 47 and 48), and membership lists

FINAL AGENDA

AMERICAN OVERSIGHT

CONFIRMATION

TALKING POINTS

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 12:30 PM – 1:00 PM

Subject Private Group Meeting – Mayor Chris Cabaldon, West Sacramento, CA; Mayor Mike Rawlings, Dallas, TX; Mayor Michael Hancock, Denver, CO; Mayor Sylvester Turner, Houston, TX

Location Flash Room (4th Floor)

Show Time As Busy

Private Group Meeting – Mayor Chris Cabaldon, West Sacramento, CA; Mayor Mike Rawlings, Dallas, TX; Mayor Michael Hancock, Denver, CO; Mayor Sylvester Turner, Houston, TX
When: 12:30-1 PM
Where: Flash Room (4th Floor)
Contact: Kathy Amoroso, 202-341-3006

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Monday, (b)(6)

Sho

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Prep for call with DE
Location Jason's office
Attachments DE proposed Long Term Goals.docx
DE proposed Final ELP LT ESSA Revision 6.23.17.docx
DE proposed AP Feedback.docx
Show Time As Busy

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

AMERICAN OVERSIGHT

	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Meet to Discuss Release of Next Batch of State Plans
Location Jason's Office
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject MEETING: Wallace Foundation
Location Ebony's Office
Show Time As Busy
Attendees from Wallace
Jody Spiro, Director of Education Leadership at The Wallace Foundation
Lucas Held, Wallace's director of Communications
Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Davis, Martha <Martha.Davis@ed.gov>	Required
	Ross, Chareese <Chareese.Ross@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject HOLD: Travel from LBJ to Penn Hill
Attachments Travel Request Form.doc
June 2017.xlsx
Show Time As Busy
June 2017.xlsx objattph://"
CHRIS
(202) 713-6696

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 2:30 PM
Subject Meeting at Penn Hill for briefing on Collaborative for Student Success peer review
Location Penn Hill Offices 777 6th St NW, Suite 500
Show Time As Busy
A meeting to brief you on the independent peer review process the Collaborative for Student Success has underway on the ESEA state plans.
Categories Red Category

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject HOLD: Travel from Penn Hill to LBJ

AMERICAN OVERSIGHT

Attachments	Travel Request Form.doc June 2017.xlsx
Show Time As	Busy
	June 2017.xlsx objattph://" CHRIS (202) 713-6696

Attendees	**Name <E-mail>**	**Attendance**
	Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	2:45 PM – 3:15 PM
Subject	MEET: Phone Call Follow Up Prep DE
Location	Jason's Office 3W315
Importance	High
Show Time As	Busy
	Conference Call Information Jason Botel: (b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required

Time	3:00 PM – 3:30 PM
Subject	MEETING: CALL DE Secretary of Education Bunting
Location	PHONE CALL: Conference Call Jason Botel's Line
Importance	High
Show Time As	Busy
	Meeting Name: MEETING: CALL DE Secretary of Education Bunting Purpose: Follow up phone call.

AMERICAN OVERSIGHT

Date: June 26th 3PM-3:30PM

Conference Call Information Jason Botel:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
Geri.donahue@doe.k12.de.us <Geri.donahue@doe.k12.de.us>	Required
Hodges Amelia <Amelia.Hodges@doe.k12.de.us>	Optional
Blowman David <david.blowman@DOE.K12.DE.US>	Optional
Rivello Angeline <angeline.rivello@doe.k12.de.us>	Optional
Haberstroh Susan Keene <susan.haberstroh@doe.k12.de.us>	Optional
Watson Michael (DOE) <Michael.Watson@doe.k12.de.us>	Optional
Rogers Karen Field <karenfield.rogers@doe.k12.de.us>	Optional

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Time 3:30 PM – 4:00 PM
Subject HOLD: MEET
Location Jason's Office 3W315
Importance High
Show Time As Busy

AMERICAN OVERSIGHT

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

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Time 4:00 PM – 4:30 PM
Subject BRIEFING: MEETING: CALL Shelby's Office
Attachments Shelby 6.6.17.docx
Show Time As Busy
Categories Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Call with Senator Shelby's Office
Location Ebony's Office
Attachments Sen. Shelby questions.docx
Show Time As Busy

Hamilton Bloom from Senator Shelby's office will call you and Jason on your desk phone. They would like to discuss the Labor HHS Appropriations Subcommittee hearing, where Senator Shelby had an exchange with Secretary DeVos regarding the possibility of rural universities establishing/operating charter schools. They would like to follow up and discuss this idea in more detail with the appropriate staff at the department.

objattph://"
Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, June 27, 2017

Time All Day
Subject HOLD: EVENT: IGA Homelessness
Show Time As Tentative
Categories Red Category, Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time 9:30 AM – 10:00 AM
Subject EVENT: Remarks: Principal Preparation Summit Opening Remarks
Location LBJ National Library of Education
Attachments Event Brief P3 Summit 6.27.17.docx
P@ED-P3 Summit Agenda (Amended FINAL).1.docx
botel remarks at P@ED-P3 Summit.docx
Show Time As Busy

Meeting Name: MEET: Principal Preparation Summit Opening Remarks
Date: June 27th 9:30AM
Location: LBJ National Library of Education
Purpose: Opening Remarks on equity and leadership to group of 50.

FULL DAY AGENDA

BRIEFING FOR BDV

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required
McKnight, Monifa B <Monifa_B_McKnight@mcpsmd.org>	Optional
'Dana Nerenberg' <dana.nerenberg@mail.com>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Nerenberg, Dana <Dana.Nerenberg@ed.gov>	Optional
McKnight, Monifa <Monifa.McKnight@ed.gov>	Optional

Time 10:15 AM – 10:45 AM
Subject BRIEFING: ANSEP
Attachments ANSEP Alaska Native Science & Enginering Program Brief.pdf
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time 10:15 AM – 10:45 AM
Subject Meeting with Herb Schroeder, PhD, Vice Provost and Founder, Alaska Native Science and Engineering Program (ANSEP)
Location Office of the Secretary
Show Time As Busy

Attendees will be:
Herb Schroeder, PhD, Vice Provost for ANSEP and Founder
Mike Bourdukofsky, PE, ANSEP Chief Operations Officer
Michele Yatchmeneff, PhD, Assistant Professor of Civil Engineering
Matt Calhoun, PhD, Assistant Professor of Civil Engineering
Eldon Mulder, Government Affairs, Matanuska-Susitna Borough School District
Catherine (Kate) O'Connor, Sullivan's Office

10:15 a.m. – MEETING WITH HERB SCHROEDER, PHD, VICE
10:45 a.m. PROVOST & FOUNDER, ALASKA NATIVE SCIENCE ENGINEERING PROGRAM (ANSEP)
Location: LBJ Department of Education Building
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Chris Rinkus
Cell: (b)(6)
Topic: ANSEP program
Attendees: Herb Schroeder, Vice Provost
Mike Bourdukofsky, COO
Michele Yatchmeneff, Assistant Professor
Matt Calhoun, Assistant Professor
Eldon Mulder, Government Affairs
Kate O'Connor, Senator Sullivan's Office
Format: Meeting
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject ED/EdCounsel call with Jason Botel, Scott, Erin preparation call before EFSG Session on 6/29
Location LoopUp Meeting Invite - join via: https://meet.loopup.com/8Uw4CS6

AMERICAN OVERSIGHT

Show Time As Busy

Scott Palmer's Meeting Room:

First, click: https://meet.loopup.com/8Uw4CS6

Know who's on and who's speaking
LoopUp calls your phone – no need to dial in
And view when the leader shares their screen

Or, if you are offline, dial in:
(by joining, you agree to the privacy policy at loopup.com)
(b)(6)

Service provided by LoopUp

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Categories Purple Category

Attendees

Name <E-mail>	Attendance
Scott Palmer <scott.palmer@educationcounsel.com>	Organizer
Erin Patterson <erin.patterson@educationcounsel.com>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Prep w/ MW All Staff
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: Michigan Strategy for Title I, Part A Consolidated State Plan Feedback
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Optional
Briggs, Ashley <Ashley.Briggs@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject MEET: Reg Reform w/ Alex
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Reg Reform w/ Alex
Purpose: To talk about the program offices' recommendations on whether to keep, rescind, or modify regulations and guidance. [Will do deeper dive with MC later]
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:00 PM – 1:15 PM
Subject JB Email Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:15 PM – 1:45 PM
Subject BRIEFING: Puerto Rico Governor/State Super
Attachments MeetingBriefing_PuetoRico_DeVos_6-27-17.docx
PuertoRico_MeetingBriefing_Bios&Headshots_6-27-17.docx
Show Time As Busy

MEETING BRIEFING

BIOS

Additional important, high level facts:

1) this is the largest bankruptcy of a municipal body in American history (second largest was Detroit in 2013).

2) The Department's risk management services visit the island quarterly because of its history of issues in dealing with federal dollars.

3) States are not allowed to declare bankruptcy like cities can which is why congress had to enact legislation to create a method for Puerto Rico to undergo this process. There is no case law or precedent behind how this process will work.

4) As a unitary education system, the Puerto Rico Department of Education is the Commonwealth's largest employer.

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:15 PM – 1:45 PM

Subject Meeting with Governor Ricardo Rossello, Puerto Rico and Secretary of Education Julia Keleher, Puerto Rico

Location Office of the Secretary

Show Time As Busy

1:15 p.m. – 1:45 p.m. MEETING WITH GOVERNOR RICARDO ROSSELLO, PUERTO RICO AND SECRETARY OF EDUCATION JULIA KELEHER, PUERTO RICO

Location: LBJ Department of Education Building
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: Joe Conaty
Cell: (b)(6)
Staff: Ebony Lee, Jason Botel, Phil Maestri
Attendees: Governor Ricardo Rossello
Julia Keleher
Carlos Mercader
Juliane Sullivan
Topic: Education in Puerto Rico
Format: Briefing
Press: CLOSED
Note: Please see attached briefing.

Agenda:

Puerto Rico Education Department history and overview

Challenge and achievement Profile

Instructional Improvement Design and strategy

Restructuring and Future Programs

Technical Assistance

Attendants:
Governor Ricardo Rossello
Ms. Julia Keleher
Carlos Mercader
Juliane Sullivan

Categories Red Category

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

	EDCalendar <EDCalendar@ed.gov>	Required
	Maestri, Phil <Phil.Maestri@ed.gov>	Required

Time 1:50 PM – 2:30 PM
Subject MEET: Clearances w/ Chris
Location Jason's Office 3W315
Show Time As Busy

HBCUs and k12 (partnering with elementary and secondary education stakeholders to build a "cradle-to-college" pipeline)
Upcoming speaking engagements (Meredith linnehan's email)

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEETING: BRIGHT Initiative
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

Meeting Name: MEETING: BRIGHT Initiative
Purpose: Introductory-BRIGHT
Location: TBD

BACKGROUND
HYPERLINK "http://www.brightohio.org/assets/assets/pdf/Thomas_Maridada_bio.pdf"Dr. Thomas Maridada, the President & CEO of an Ohio-based education reform project known as the HYPERLINK "http://www.brightohio.org/"BRIGHT Initiative that takes business-trained individuals and places them in struggling schools to help raise student achievement and help those schools improve.
Dr. Maridada and others involved with BRIGHT are very eager to let them know about what they do. Attached is a letter of bipartisan support for BRIGHT from the Ohio congressional delegation, as well as this link with more information on BRIGHT:
http://www.brightohio.org/
Introduction to the BRIGHT initiative and the work it is doing for students in Ohio.
PARTICIPANTS
Emily Wilson of Squire Patton Boggs
Dr. Maridada of BRIGHT
intern with us, Matthew Gregory.

Categories Purple Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource

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Time 3:00 PM – 3:30 PM
Subject MEET: Frances Regarding Family Engagement Vision
Location Jason's Office 3W315
Show Time As Tentative

Meeting Name: MEET: Frances Regarding Family Engagement Vision
Location: Jason's Office
Purpose: To speak about vision and expectations for family engagement.

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: FY Budgets
Location Jason's Office 3W315
Attachments FY 2018 OESE Revised and FY 2019 Budget Narrative 06 23 17 v4 CLEAN wo chart.docx
Show Time As Busy

MATERIALS

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: Clearances w/ Chris

AMERICAN OVERSIGHT

Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Wednesday, June 28, 2017

Time All Day
Subject BRIEFING CALL: Karen Hawley Miles ER Strategies
Location Phone Call
Attachments Education Resource Strategies.docx
Show Time As Tentative

Call Name: CALL: Karen Hawley Miles ER Strategies
Date: June 15th 1:30PM-2PM
Location: Phone Call
Purpose: CALL: Education Resource Strategies and their work related to financial transparency and what they are learning from that as well as from their deep work on this issue.

Jason met Karen Baroody at Schusterman event.

BRIEFING MATERIALS:

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEETING: California School Boards Association
Location Jason's Office 3W315
Attachments 06.27.17 - Meeting with California School Boards Association Leadership.docx
Show Time As Busy

MEETING NAME: California School Boards Association
DATE: June 28th 9:30AM-10AM
LOCATION: Jason's Office

ATTENDEES
Susan Henry, President, California School Boards Association and

AMERICAN OVERSIGHT

Member of the Huntington Beach Union High School District.
Dennis Meyers, Assistant Executive Director for Governmental Relations
Erika Hoffman, Legislative Advocate, Office of Governmental Relations

BRIEFING PAPER

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEETING: Peggy Ellis & Rev. Cortes [Esperanza]
Location Jason's Office 3W315
Importance High
Attachments Esperanza Educational Institutions.docx
Secretary DeVos - OS Meeting Request Form.docx
Show Time As Busy

Meeting Name: MEETING: Peggy Ellis & Rev. Cortes [Esperanza]
Purpose: Introductory.
Location: Jason's Office 3W315

BACKGROUND:
Esperanza is the largest Hispanic faith-based network in the country. Over 14,000 Hispanic congregations and community non-profits range from Roman Catholic to Pentecostal. Esperanza hosts the National Hispanic Prayer Breakfast every two years – a "must-do" event for Presidents, Congressional leaders and public opinion leaders. Under President George W. Bush's leadership, Esperanza grew from a $3 million all-Philadelphia based operation to a $22 million national association with program operations in 13 cities.

Rev. Luis Cortés, founder & CEO & Esperanza have a decades-long relationship with the DeVos Foundation and the DeVos Urban Institute. The DeVos Foundation has contributed to Esperanza's National Hispanic Prayer Breakfast since its 2001 inception. For over 10 years, Rev. Danny Cortés, Esperanza executive vice president and Ruben Ortiz, Esperanza national program director have taught at the

AMERICAN OVERSIGHT

DeVos Urban Institute.

MATERIALS

CONTEXT VIA EMAIL

From: Peggy Ellis
Sent: Saturday, June 24, 2017 1:37 PM
To: 'Newman, Jessica' < HYPERLINK "mailto:Jessica.Newman@ed.gov" Jessica.Newman@ed.gov>; Coxen, Carrie < HYPERLINK "mailto:Carrie.Coxen@ed.gov" Carrie.Coxen@ed.gov>; Liz Hill <
(b)(6)
Subject: Update and background information

Good morning, Ladies –

Apologies for pinging you on a Saturday. When I realized that none of our earlier emails had any information about Esperanza and their extraordinary educational institutions – other than the very brief information in the scheduling form – I wanted to get the attached backgrounder to you as soon as it was ready.

Also wanted to let you know I saw Secretary DeVos Thursday afternoon at the Maggie's List reception at the Capitol Hill Club. Since she & I had met in the '98 cycle when she was Michigan's RNC Committeewoman and I was RNC congressional and public affairs director, I mentioned Esperanza and their schools, that we were coming into the Department to see how we could be helpful and invited her to see Esperanza's campus. (An official invitation will follow next week's meeting.)

I hope this is helpful.

Carrie – let me know what looks good for you. Tuesday and Wednesday mornings are both still open – the afternoons are booked.

Thanks so much, everyone … p.

Quick background on Esperanza – see attached for education institutions backgrounder

Esperanza is the largest Hispanic faith-based network in the country. Over 14,000 Hispanic congregations and community non-profits range from Roman Catholic to Pentecostal. Esperanza hosts the National Hispanic Prayer Breakfast every two years – a "must-do" event for Presidents, Congressional leaders and public opinion leaders. Under President George W. Bush's leadership, Esperanza grew from a $3 million all-Philadelphia based operation to a $22 million national association with program operations in 13 cities.

Rev. Luis Cortés, founder & CEO & Esperanza have a decades-long

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relationship with the DeVos Foundation and the DeVos Urban Institute. The DeVos Foundation has contributed to Esperanza's National Hispanic Prayer Breakfast since its 2001 inception. For over 10 years, Rev. Danny Cortés, Esperanza executive vice president and Ruben Ortiz, Esperanza national program director have taught at the DeVos Urban Institute.

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Peggy J. Ellis
Ellis & Company
(b)(6)
Turning Good Policy into Good Politics

OS FORMAL REQUEST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required

Time 10:30 AM – 12:30 PM
Subject MEET: State Plans-DC, IL, ME, VT
Location WDCFB6-3C100
Importance High
Attachments DC OSS State Plan Deliberative Memo Table 6.27.17.docx
DC Panel Notes FINAL.pdf
DC Preliminary Table 6.27.17.docx
IL OSS State Plan Deliberative Memo 6.27.17.docx
IL Panel Notes FINAL.pdf
IL Preliminary Table.docx
ME OSS State Plan Deliberative Memo 6.27.17.docx
ME Panel Notes FINAL.pdf
ME Preliminary Table.docx
VT OSS State Plan Deliberative Memo Table 6.27.17.docx
VT Panel Notes FINAL.pdf
VT Preliminary Table.docx
Show Time As Busy
Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

DC, IL, ME , VT

NOTE: These have NOT been updated to reflect the new language. We

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will be using these to discuss the issues that we found in each State.

DC:
- OESE Preliminary Table
- OSS Deliberative Memo
- Title I and III Peer Review Notes
- McKinney Vento Notes (Forthcoming)

IL
- OESE Preliminary Table
- OSS Deliberative Memo
- Title I and III Peer Review Notes
- McKinney Vento Notes (Forthcoming)

ME
- OESE Preliminary Table
- OSS Deliberative Memo
- Title I and III Peer Review Notes
- McKinney Vento Notes (Forthcoming)

VT
- OESE Preliminary Table
- OSS Deliberative Memo
- Title I and III Peer Review Notes
- McKinney Vento Notes (Forthcoming)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Dickard, Norris <Norris.Dickard@ed.gov>	Required

AMERICAN OVERSIGHT

Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Richey, Kimberly <Kimberly.Richey@ed.gov>	Optional
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Rigling, Kay <Kay.Rigling@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Lewis, David <David.Lewis@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Lutwak, Olivia <Olivia.Lutwak@ed.gov>	Optional

AMERICAN OVERSIGHT

Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject HOLD: MA Phone Call Sympathy-Jeff Wulfson
Show Time As Busy
(b)(6)
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject all staff tp
Show Time As Busy

1. Make substantive improvement in the Clearance process. Whether the ED-wide process or our own in OESE, we have heard loud and clear that the clearance process impacts most of our work--and often impedes efficiency and productivity. We believe that looking more intently at these processes will help us enlarge on areas and issues you have already pointed out to us.

2. Get serious about developing data management and utilization at the program level of operations. Beyond the discussion of improving IT, you have identified where there are gaps and opportunities in the ways in which we think about and employ data in our decision making and work. We talk "data" and we report tons of data--but your feedback suggests that there is a lot more we can do to invest in and build data capacity and infrastructure, so that data management really becomes a resource we rely upon to be smarter, and do our best work.

3. Strengthen the quality and capacity of our leaders. In reading through your many comments--whether ideas, concerns or complaints--it became apparent that a common theme and resource needed was solid leadership and management to help many of these things to happen. That is not a suggestion that we don't have any of that now. But that is to say that to build and sustain a culture of growth and opportunity for employees and our work--notwithstanding the challenges of occasional and inevitable resource constraints--will require our management to be well-equipped,

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invested and accountable to be certain that we are working in partnership with you to bring great things to the forefront. A commitment to strengthen the way we lead and manage is an ultimate commitment to you.

You will hear more details soon about resources we are setting up to create short-term workgroups to further develop many of the ideas you have given us. We also want to make clearer those ideas and opportunities that don't require any further development or permission--so-called "low hanging fruit"--that you can begin taking on to help OESE reach its potential and improve the way we work. Finally, we will continue to discuss and weigh options from what you have said to us, and what more we may put forward for the ED reform plan due to OMB by September 30th.

Thanks for your investment in the town hall process.

Time 2:00 PM – 3:00 PM
Subject OESE ALL STAFF MEETING
Show Time As Busy

OESE Team!

Over the last two weeks we have been pleased that so many of our staff have participated in the "Like It" exercise—our follow-up activity designed to elicit staff priorities on the issues and ideas identified throughout the Town Hall process facilitated in May. We are thrilled about the results, and will share more about them at today's All Staff meeting in Barnard Auditorium at 2:00 p.m.

In addition to reviewing staff's input from the "Like It" activity, Jason, Monique and I have discussed our perspectives on the full range of ideas as they relate to ED's ongoing response to the Executive Order on agency reorganization and our own thoughts on how OESE can continuously improve on a day-to-day basis. We will be sharing the same and eliciting additional perspectives from our OESE leaders as well. We will provide a document soon that outlines our thinking about distinguishing the ideas and how we can move on making many of them actionable.

As you've likely noticed, the Town Hall process generated both problems and solutions; and ideas ranged from quick wins to complex efforts. Many of the ideas can be implemented by staff, team leaders or managers, while others will require senior leadership engagement.

Based on the staff-driven "Like It" responses and our leadership team discussion, we've selected three (3) main ideas to move forward in sharing with the ED reform team. They are not exclusive to others, but we wanted to make a first offering to be considered in the first draft plan that will be sent to OMB on Friday, June 30th. We will also develop working groups that will be facilitated by Michael Barber of Melco, Inc., to develop action plans for further implementation. Stay tuned for more information on this process and how we will engage

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staff in the working groups!
We'll continue to consult the Town Hall input regularly as ED finalizes its agency reform plan throughout the summer, with the final draft due in September.

Thank you again for your engagement in this effort. We are confident that if we work together at all levels of the organization, we'll be able to bring your ideas to life and as a result, better deliver on OESE's mission!

Respectfully,

Mw

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov"mark.washington@ed. gov

The next OESE All Staff meeting is scheduled for Wednesday, June 28th from 2:00 – 3:00 pm in the LBJ Barnard Auditorium. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
EDstream (http://edstream.ed.gov/webcast/Play/ae4149ba2cce4c2cba934b63ffbf4aa21d)

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"lori.ahmady@ed.gov as soon as possible.

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Future Meeting Dates. For planning purposes, dates and tentative dates for future OESE ESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=month.

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
OESE All Users <_OESEAllUsers@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject BRIEFING: Decision Memo
Attachments Decision Memo_ESEA Waivers HHv3.docx
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Decision Memo
Location WDCFB6-3C100
Attachments Decision Memo_ESEA Waivers HHv3 (2).docx
Show Time As Busy

Meeting Name: MEET: Decision Memo
Purpose: To talk about 12-15 Decision Memos and next steps.
Location: WDCFB6-3C100

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required

AMERICAN OVERSIGHT

Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Rigling, Kay <Kay.Rigling@ed.gov>	Optional
Peternith, Rachel <Rachel.Peternith@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL with NV & CCSSO re Science in ESSA
Location 3w315
Importance High
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Categories Blue Category, Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Science addition/requirements in the ESSA plan
Location Conference Call
Show Time As Busy

Conference Call Information Jason Botel:

(b)(6)

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Carissa Moffat Miller, Ph.D. <Carissa.Miller@ccsso.org>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Kirsten Carr <Kirsten.Carr@ccsso.org>	Required
'Mayita Sanchez' <mayitasanchez@doe.nv.gov>	Required
Michelle Singleton <Michelle.Singleton@ccsso.org>	Required
Steve Canavero <scanavero@doe.nv.gov>	Required
Dena Durish <ddurish@doe.nv.gov>	Optional
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Roger Rahming <rrahming@doe.nv.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject MEETING: PR Julia Keleher
Location Jason's Office 3W315
Show Time As Busy

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Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Thursday, Ju(b)(6)

S
Show Ti
Cate

Time 9:30 AM – 10:00 AM
Subject MEET: School Identification
Location Jason's Office 3W315
Importance High
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Simons, Jane (Jane.Simons@ed.gov) <Jane.Simons@ed.gov>	Optional
Barlow, Christine (Christine.Barlow@ed.gov) <Christine.Barlow@ed.gov>	Optional
Becker, Judith (Judith.Becker@ed.gov) <Judith.Becker@ed.gov>	Optional

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Time 10:00 AM – 12:00 PM
Subject MEET: State Plans-AZ, CO, ND
Location WDCFB6-3W336
Importance High
Attachments AZ OESE Preliminary Table 6.28.17.docx
AZ OSS State Plan Deliberative Memo Table 6.28.17.docx
AZ Panel Notes FINAL.PDF
CO OSS State Plan Deliberative Memo Table 6.28.17.docx
CO Panel Notes FINAL.PDF
CO Preliminary Table.docx
ND Panel Notes FINAL.PDF
ND Preliminary Table 6.28.17_jmck CLEAN.DOCX
ND_OSS State Plan Deliberative Memo_v3 6.28.17.docx
AZ -- MV Consolidated Peer Review Notes 6 28 2017.docx
CO -- MV Consolidated Peer Review Notes 06 29 2017.docx
ND -- MV Consolidated Peer Review Notes 06 28 2017.docx
Show Time As Busy

Conference Call Information Jason Botel:

(b)(6)

AZ:
· OESE Preliminary Table
· OSS Deliberative Memo
· Title I and III Peer Review Notes
· McKinney Vento Notes (Forthcoming)

CO:
· OESE Preliminary Table
· OSS Deliberative Memo
· Title I and III Peer Review Notes
· McKinney Vento Notes (Forthcoming)

ND:
· OESE Preliminary Table
· OSS Deliberative Memo
· Title I and III Peer Review Notes
· McKinney Vento Notes (Forthcoming)

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
WDCFB6-5E335 (Managed) <WDCFB6-5E335@ed.gov>	Resource
WDCFB6-4C100 <WDCFB6-4C100@ed.gov>	Resource

AMERICAN OVERSIGHT

WDCFB6-4C101 <WDCFB6-4C101@ed.gov>	Resource
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
WDCFB6-5C100 (Managed) <WDCFB6-5C100@ed.gov>	Resource
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Siry, Melissa <Melissa.Siry@ed.gov>	Optional

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Richey, Kimberly <Kimberly.Richey@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Putney, LaTisha (Latisha.Putney@ed.gov) <Latisha.Putney@ed.gov>	Optional
Richardson, Andre (Andre.Richardson@ed.gov) <Andre.Richardson@ed.gov>	Optional
Muhammad, Faatimah (Faatimah.Muhammad@ed.gov) <Faatimah.Muhammad@ed.gov>	Optional
McKinney, Jessica (Jessica.Mckinney@ed.gov) <Jessica.Mckinney@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject MEET: Prep Dept-Wide Regs
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject BRIEFING: AASA
Attachments 06.29.17 - Meeting with AASA Large Countywide and Suburban District Consortium.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject Meeting with AASA Large Countywide and Suburban District Consortium
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Prep Dept-Wide Regs
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject SAT-ACT Letter (call in # added)
Location WDCFB6-7C100
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Styles, Kathleen <Kathleen.Styles@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required

AMERICAN OVERSIGHT

Ham, Holly <Holly.Ham@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Hawes, Michael <Michael.Hawes@ed.gov>	Required
Friendly, Deborah <Deborah.Friendly@ed.gov>	Required
Zulfiqar, Hasan <Hasan.Zulfiqar@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Campbell, Ellen <Ellen.Campbell@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Ferraro, Benjamin <Benjamin.Ferraro@ed.gov>	Optional

Time 3:00 PM – 3:30 PM
Subject MEET: PHONE CALL: JB & MW
Location Jason WILL CALL Mark
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time (b)(6)
Subject
Recurrence

AMERICAN OVERSIGHT

(b)(6)

Show Time As Busy
Categories Blue Category

Friday, June 30, 2017

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 6/23/2017 until 6/30/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Jason Ethics Question
Location Jason's Office 3W315
Importance High
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Goodridge, Marcella <Marcella.Keiller@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Lunch Time
Show Time As Busy
Categories Orange Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: CC & JB Scheduling Requests
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Jason will meet with Kim at PCP
Location PCP
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: Mike Petrilli
Location Jason's Office 3W315
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time	4:00 PM – 4:30 PM
Subject	Weekly Update: Jason Botel
Location	7W315
Show Time As	Busy
Categories	Red Category
Attendees	**Name <E-mail>** — **Attendance**
	Venable, Joshua <Joshua.Venable@ed.gov> — Organizer
	Botel, Jason <Jason.Botel@ed.gov> — Required

Time	4:00 PM – 5:00 PM
Subject	Office Time
Show Time As	Busy
Categories	Yellow Category
Attendees	**Name <E-mail>** — **Attendance**
	Botel, Jason <Jason.Botel@ed.gov> — Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov> — Required

AMERICAN OVERSIGHT

Calendar Calendar
Saturday, July 01, 2017 – Monday, July 31, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

July 2017

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Busy Tentative Out of Office Free Outside of Working Hours

July 2017

Sat, Jul 01 – Sun, Jul 02

All Day	(b)(6)
All Day	
All Day	

Mon, Jul 03

All Day	(b)(6)
All Day	
All Day	
All Day	
All Day	
8:00 AM – 10:00 AM	Jason Off Site Botel, Jason
10:00 AM – 10:30 AM	MEET: Jason & Lisa Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

	10:30 AM – 11:00 AM	MEET: Employee Relations OESE Jason's Office 3W315 Botel, Jason
	11:00 AM – 11:30 AM	MEETING: PHONE CALL: Cynthia Young Jason WILL CALL 443-742-7013 Botel, Jason
	11:30 AM – 12:00 PM	Cake Celebration Botel, Jason
	12:00 PM – End of Day	Mark - In til Noon Washington, Mark
	1:00 PM – 2:00 PM	HOLD: MA Botel, Jason
	1:00 PM – 5:00 PM	Office Time Botel, Jason

Tue, Jul 04

	All Day	(b)(6)
	All Day	
	All Day	
	Start of Day – 5:00 PM	
	8:00 AM – 6:00 PM	4TH OF JULY Please Enjoy This Great Day Botel, Jason

Wed, Jul 05

	All Day	(b)(6)
	All Day	
	All Day	
	All Day	
	10:30 AM – 11:00 AM	Meet with Jason Botel & Lisa Ramirez 7W315 Venable, Joshua
	11:00 AM – 11:30 AM	Personal Phone Call Botel, Jason
	11:30 AM – 12:00 PM	PREP: For Call w/ Dr. Oz Staff Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	MEET: School DeSegregation Jason's Office 3W315

AMERICAN OVERSIGHT

Botel, Jason

1:00 PM – 1:30 PM MEETING: PHONE CALL: JHU Institute for Education Policy
Phone Call -JB Conference Line
Botel, Jason

1:30 PM – 2:00 PM MEETING: JB & Karen
Jason's Office 3W315
Botel, Jason

2:00 PM – 2:30 PM MEET: Follow Up-Family Engagement Team
Jason's Officce 3W315
Botel, Jason

2:30 PM – 3:00 PM MEET: HEP Programs
Jason's Office 3W315
Botel, Jason

3:00 PM – 3:30 PM MEET: Levi Birky
Jason's Office 3W315
Botel, Jason

3:30 PM – 4:00 PM MEETING: PHONE CALL: AM Partnership
Jason's Office 3W315; JB's Conference Line
Botel, Jason

4:00 PM – 4:30 PM MEET: VR follow up
Jason's Office 3W315
Botel, Jason

Thu, Jul 06

All Day (b)(6)

All Day

All Day

9:00 AM – 9:30 AM Jason Off Site
Botel, Jason

9:30 AM – 10:00 AM MEET: ESSA Inside Sources
Jason's Office 3W315
Botel, Jason

11:00 AM – 11:30 AM MEET: Intro Meeting w/ Michael Nock
Jason's Office 3W315
Botel, Jason

11:00 AM – 1:00 PM EVENT: 2017 ED Feds Feed Families Kick-Off Event
Outside of EDibles Marketplace
Botel, Jason

11:30 AM – 12:00 PM MEET: Conversation on Equity
Jason's Office 3W315
Botel, Jason

12:00 PM – 12:30 PM MEETING: PHONE CALL: Inside Sources
JB WILL CALL Leo 202 763 7625
Botel, Jason

AMERICAN OVERSIGHT

■	12:30 PM – 1:00 PM	MEETING: PHONE CALL: Katherine Bassett NNSTOY Jason WILL CALL KB 609.992.5532 Botel, Jason
■	1:30 PM – 2:00 PM	MEET: Intro Meeting for Kendra & Jason Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 4:30 PM	PHONE CALL: IN Superintendent McCormick Jason WILL CALL 765-717-4730 Botel, Jason

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Fri, Jul 07

■	All Day	(b)(6)
☐	All Day	
☐	All Day	
■	Start of Day – 5:00 PM	
■	7:30 AM – 8:00 AM	Transportation-JB Arranged Botel, Jason
■	8:00 AM – 9:00 AM	EVENT: PANEL: School Research Nexus Superintendent Leadership Conference Hyatt Regency Botel, Jason
■	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
■	9:00 AM – 9:30 AM	Transportation-Motor Pool Confirmed Hyatt Regency --> LBJ Botel, Jason
■	10:00 AM – 10:30 AM	Weekly Update: Jason Botel 7W315 Venable, Joshua
■	12:30 PM – 1:00 PM	Call with MI 3w315 McCampbell, Gregory
■	12:30 PM – 1:00 PM	CALL: MI State Chief Jason's Office Reynolds, Cody
■	1:00 PM – 5:00 PM	Jason Off Site Botel, Jason
■	3:15 PM – 3:45 PM	MEET: PHONE CALL: JB & Liz JB WILL CALL Liz Botel, Jason

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AMERICAN OVERSIGHT

Sat, Jul 08 – Sun, Jul 09

☐	All Day	(b)(6)
☐	All Day	
☐	All Day	

Mon, Jul 10

☐	All Day	(b)(6)
☐	All Day	
☐	All Day	
☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 9:30 AM**	**Free**
■	9:30 AM – 10:00 AM	MEET: PREP: Dr. Oz Follow Up Phone Call Jason's Office 3W315 Botel, Jason
■	10:00 AM – 11:00 AM	MEET: DCLS & Regulations-OESE Bob's Office Botel, Jason
■	11:00 AM – 11:30 AM	MEETING: Follow Up Phone Call Conference Call Botel, Jason
■	11:30 AM – 12:00 PM	Meeting-Weekly-Career Political Botel, Jason
■	12:00 PM – 12:30 PM	MEETING: PHONE CALL: Cassie Shirk MD Phone Call Botel, Jason
■	12:30 PM – 1:00 PM	Transportation-Motor Pool Confirmed LBJ-->DOI Botel, Jason
■	1:00 PM – 2:00 PM	MEETING: Jim Cason DOI Dept of Interior 6113 Botel, Jason
■	2:00 PM – 2:30 PM	Transportation-Motor Pool Confirmed DOI-->LBJ Botel, Jason
☐	**2:30 PM – 3:00 PM**	**Free**
■	3:00 PM – 3:30 PM	MEETING: College in High School Alliance Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: Nkemjika & Jason Intros

AMERICAN OVERSIGHT

		Jason's Office 3W315 Botel, Jason
☐	**4:00 PM – 4:15 PM**	**Free**
■	4:15 PM – 4:45 PM	BRIEFING: Richard Baum Botel, Jason
■	4:15 PM – 4:45 PM	Phone Call with Richard Baum, Director, Office of National Drug Control Policy Dial: 703-966-4693 (direct) DeVos, Betsy
☐	**4:45 PM – 5:00 PM**	**Free**
■	5:00 PM – 5:15 PM	Meeting with Josh Venable and Jason Botel Office Of the Secretary DeVos, Betsy
■	5:00 PM – 5:30 PM	Confirmed call with hill - ESSA regs Jasons office Petersen, Molly
☐	**After 5:30 PM**	**Free**

Tue, Jul 11

☐	All Day	(b)(6)
☐	All Day	
■	All Day	
■	7:30 AM – 8:00 AM	Transportation-JB Arranged Botel, Jason
■	8:10 AM – 9:00 AM	EVENT: AASA/ASBO, Legislative Advocacy Conference Hyatt Regency Capitol Hill Botel, Jason
■	9:00 AM – 9:30 AM	MEETING: IL Supers Hyatt Regency Botel, Jason
■	9:30 AM – 10:00 AM	Transportation Botel, Jason
■	9:45 AM – 10:15 AM	MEET: TN Jason's Office 3W315 Botel, Jason
■	10:15 AM – 11:00 AM	BRIEFING: Teachers Who Left The Classroom Botel, Jason
■	10:15 AM – 11:00 AM	Meeting with Teachers Who Left the Classroom Secretary's Conference Room (OS Managed) DeVos, Betsy
■	12:00 PM – 1:00 PM	BRIEFING: Conversations About Leading Botel, Jason
■	12:00 PM – 1:30 PM	Conversations About Leading, Transition to a New Administration Part II: What We're Learning

AMERICAN OVERSIGHT

		LBJ Education Building, 5C100 Zimmermann, Jacquelyn
■	1:00 PM – 1:30 PM	BRIEFING: Izumi Botel, Jason
■	1:00 PM – 1:30 PM	Meeting with Lance Izumi and Sally Stegeman, Pacific Research Institute Office of the Secretary DeVos, Betsy
■	1:45 PM – 2:15 PM	BRIEFING: USVI Botel, Jason
■	1:45 PM – 2:15 PM	Meeting with Governor Kenneth Mapp, U.S. Virgin Islands Secretary's Conference Room DeVos, Betsy
■	2:30 PM – 3:00 PM	MEET: Jason & Mike OCO Jason's Office 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	MEETING: Schusterman WDCFB6-3W336 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: Hill Feedback State Plans Jason's Office 3W315 Botel, Jason
■	4:15 PM – 4:45 PM	BRIEFING: Gov Justice WV Botel, Jason
■	4:15 PM – 4:45 PM	Phone Call with Governor Jim Justice, West Virginia The Governor will call Sarah DeVos, Betsy
■	5:00 PM – 5:30 PM	Hold: Phone call with Eileen Weiser Venable, Joshua
■	5:00 PM – 5:30 PM	PHONE CALL: Eileen Weiser Jason WILL CALL (b)(6) Botel, Jason
■	7:00 PM – 7:30 PM	CALL: Jason WILL CALL Liz sometime after 7pm Botel, Jason

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Wed, Jul 12

☐	All Day	(b)(6)
☐	All Day	
		Botel, Jason
☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 11:30 AM**	**Free**
■	11:30 AM – 12:00 PM	meet w/Jason Jason's Office 3W315 Chism, Monique
☐	**12:00 PM – 1:00 PM**	**Free**

AMERICAN OVERSIGHT

■	1:00 PM – 1:30 PM	Meet with Jaosn Botel, Carrie Coxen 7W315 Venable, Joshua
☐	**1:30 PM – 2:00 PM**	**Free**
▨	2:00 PM – 2:30 PM	BRIEFING: PHONE CALL: Morath Botel, Jason
▨	2:00 PM – 2:30 PM	Phone Call with Mike Morath, Education Commissioner, Texas Dial: 512-463-8985 (Paula will connect) DeVos, Betsy
■	2:30 PM – 3:00 PM	MEET: MC & JB Follow Up Jason's Office 3W315 Botel, Jason
☐	**3:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	MEET: Carrie, Chris and Patrick Briefing on 7.19 Event 3W309 Coxen, Carrie
■	4:00 PM – 4:30 PM	meet w/Jason Jason's Office 3W315 Washington, Mark
■	4:30 PM – 5:30 PM	Political All Staff Meeting Secretary's Conference Room (OS Managed) Venable, Joshua
☐	**5:30 PM – 6:30 PM**	**Free**
■	6:30 PM – 8:00 PM	BDV-Political Time -Carrie has address Botel, Jason
☐	**After 8:00 PM**	**Free**

Thu, Jul 13

☐	All Day	(b)(6) Botel, Jason
☐	All Day	Jerine OOO Botel, Jason
☐	**Before 8:00 AM**	**Free**
■	8:00 AM – 2:00 PM	jason offsite Botel, Jason
■	2:00 PM – 3:00 PM	Office Time Botel, Jason
☐	**3:00 PM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

Fri, Jul 14

☐	All Day	Margo Anderson Out Of Office Botel, Jason

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	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	9:30 AM – 10:00 AM	**Free**
	10:00 AM – 11:00 AM	Special Session: OESE Program Operations Meeting on FLSA WDCFB6-3C100 Washington, Mark
	11:00 AM – 11:30 AM	Office Time Botel, Jason
	11:30 AM – 12:30 PM	NH Charter School Meeting WDCFB6-7C101 Reynolds, Cody
	12:30 PM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	Briefing on the Weighted Student Funding Study Secretary's conference room -- OR -- Dial: 877-953-7960; Code: 268-6715 Bell-Ellwanger, Jenn
	1:30 PM – 2:00 PM	MEET: 1 MW-FLSA Briefing Jason's Office 3W315 Botel, Jason
	2:00 PM – 2:30 PM	MEET: Lisa & Jason Jason's Office 3W315 Botel, Jason
	2:30 PM – 3:00 PM	**Free**
	3:00 PM – 3:30 PM	MEET: Resubmission State Plans Jason's Office 3W315 Botel, Jason
	3:30 PM – 4:30 PM	**Free**
	4:30 PM – 5:00 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
	After 5:00 PM	**Free**

Sat, Jul 15

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sun, Jul 16

	Before 8:30 AM	**Free**
	8:30 AM – 12:30 PM	**Free**
	12:30 PM – 1:30 PM	EVENT: Remarks-NNSTOY

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Botel, Jason

1:30 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Mon, Jul 17

Before 8:30 AM	**Free**
8:30 AM – 9:30 AM	**Free**
9:30 AM – 10:00 AM	meet w/Jason Jason's Office 3W315 Washington, Mark
10:00 AM – 10:30 AM	**Free**
10:30 AM – 11:00 AM	TAF/PAF Meeting Secretary's Conference Room (OS Managed) Lee, Ebony
11:00 AM – 11:30 AM	Meeting with ExcelinEd WDCFB6-7C101 Lee, Ebony
11:30 AM – 12:00 PM	**Free**
12:00 PM – 12:30 PM	Transportation-Motor Pool Confirmed LBJ-->Residence Inn Arlington Botel, Jason
12:30 PM – 1:00 PM	EVENT: Remarks-Public School Options-2017 Parent Advocacy Boot Camp Residence Inn Arlington Capitol View Hotel-Potomac Ballroom Botel, Jason
1:00 PM – 1:30 PM	Transportation-Motor Pool Confirmed Residence Inn Arlington--> LBJ Botel, Jason
1:30 PM – 2:00 PM	MEET: 2 MW Prep for OELA/Title III Jason's Office 3W315 Botel, Jason
2:00 PM – 2:30 PM	MEET: Clearances Jason's Office 3W315 Botel, Jason
2:30 PM – 3:00 PM	**Free**
3:00 PM – 4:00 PM	Reform Steering Committee WDCFB6-2W240-20 (Managed) McHugh, Erin
4:00 PM – 4:30 PM	MEET: GAO/OIG Corrective Actions Jason's Office 3W315 Botel, Jason
4:30 PM – 5:30 PM	MEET: 5-MW Follow Up On Waiver Timeline & Next Steps Jason's Office 3W315 Botel, Jason

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■	5:00 PM – 5:30 PM	MEET: David & Jason Jason's Office 3W315 Botel, Jason
■	5:00 PM – 5:30 PM	Office Time Botel, Jason
■	5:00 PM – 5:45 PM	Weekly Senior Staff Meeting Deputy Secretary's Office Venable, Joshua
	After 5:45 PM	**Free**

Tue, Jul 18

	Before 8:00 AM	**Free**
■	8:00 AM – 8:30 AM	Transportation-JB Arranged Botel, Jason
■	8:30 AM – 9:30 AM	EVENT: GW Remarks George Washington University School of Media and Public Affairs Botel, Jason
■	9:30 AM – 10:00 AM	Transportation Botel, Jason
■	10:00 AM – 10:30 AM	MEET: EL & JB Follow Up Ebony's Office Botel, Jason
■	10:30 AM – 11:00 AM	Office Time Botel, Jason
■	11:00 AM – 11:30 AM	MEET: 3 MW-Prep for OESE/Budget Service Meeting Jason's Office 3W315 Botel, Jason
▨	11:00 AM – 12:00 PM	YOU ARE INVITED TO Student Art Exhibit Opening With Performances: Fairfax County Public Schools U.S. Department of Education, LBJ Auditorium Zimmermann, Jacquelyn
■	11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed LBJ-->Renaissance Downtown Botel, Jason
■	12:00 PM – 1:00 PM	EVENT: Keynote OII Investing in Innovation Fund i3 Renaissance Downtown Hotel-999 9th Street NW Botel, Jason
■	1:00 PM – 1:30 PM	Transportation-Motor Pool Confirmed Renaissance Downtown-->LBJ Botel, Jason
■	1:30 PM – 2:00 PM	MEET: Jason & Mark OESE-DCA Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	MEET: Title I Regulations-Part A Jason's Office 3W315 Botel, Jason

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■	2:30 PM – 3:00 PM	MEET: Jason and Monique OESE Discussion Time Jason's Office 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	MEET: Next Steps Planning OESE-DCA WDCFB6-3W336 Botel, Jason
■	3:30 PM – 5:00 PM	2016 Teaching and Principal End of Fellowship Celebration Secretary's Conference Room Rodriguez, Celeste
■	4:00 PM – 4:30 PM	BRIEFING: CSP ESSA DCL Botel, Jason
■	4:00 PM – 5:00 PM	Meeting- CSP ESSA DCL WDCFB6-7C101 Lee, Ebony
■	4:30 PM – 5:00 PM	EVENT: OSS-Equitable Access To Excellent Educators LBJ-Room 1W126 Botel, Jason
	After 5:00 PM	**Free**

Wed, Jul 19

■	All Day	Convening on Systems of Support for Excellent Teaching and Leading Barnard Auditorium Kelly, Patrick
■	9:30 AM – 12:30 PM	Jason Off Site Botel, Jason
■	1:00 PM – 2:00 PM	MEETING: Doctorial Ed Students Concordia U Irvine Secretary's Conference Room (OS Managed); Botel, Jason
■	1:30 PM – 2:00 PM	RRTF OII Work Group Bob's Office Eitel, Robert
■	2:00 PM – 2:15 PM	MEET: Patrick, Roberta & Jason Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	EVENT: Remarks: Convening Systems of Support-Excellent Teaching & Leading LBJ-Barnard Botel, Jason
■	3:00 PM – 3:15 PM	MEET: Sylvia & Jason Jason's Office 3W315 Botel, Jason
■	3:15 PM – 4:00 PM	MEET: Resubmitted State Plans Jason's Office 3W315 Botel, Jason
■	4:00 PM – 4:15 PM	MEET: Marilyn & Jason

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		Jason's Office 3W315 Botel, Jason
■	4:15 PM – 4:45 PM	MEET: 4 MW- FY17 Fiscal Overview Jason's Office 3W315 Botel, Jason

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Thu, Jul 20

☐	All Day	JB Hotel Reservation Four Points French Quarter 541 BOURBON STREET Botel, Jason
☐	**Before 8:00 AM**	**Free**
■	8:00 AM – 10:00 AM	Jason Off Site Botel, Jason
■	10:00 AM – 11:00 AM	OESE All Staff Meeting LBJ Barnard Auditorum Washington, Mark
▨	11:00 AM – 12:00 PM	OESE Quarterly Budget Meeting 5C100 Navarro, Erica
☐	**12:00 PM – 12:30 PM**	**Free**
■	12:30 PM – 1:00 PM	Transportation Botel, Jason
■	1:00 PM – 2:00 PM	EVENT:Remarks-NASTID Annual Conference JW Marriott-1331 Pennsylvania Ave NW Botel, Jason
▨	1:00 PM – 2:30 PM	RSFLG Senior Leaders Quarterly Meeting FEMA HQ | 500 C St. SW | Room M-01 RSFLG
■	2:00 PM – 2:30 PM	Transportation Botel, Jason
☐	**2:30 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	MEET: Identifying Agencies and External Stakeholder Groups to Execute the K12 Provision in the HBCU EO Jason's Office 3W315 Botel, Jason
☐	**4:00 PM – 4:15 PM**	**Free**
■	4:15 PM – 5:00 PM	Transportation LBJ-->LEE Botel, Jason
■	5:00 PM – 5:45 PM	EVENT: LEE Summer Fellows Event Leadership for Educational Equity -1805 7th Street NW, 6th Floor Washington, DC 20001 McCampbell, Gregory
■	5:30 PM – 6:30 PM	Transportation LEE-->DCA Botel, Jason

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	6:30 PM – 7:25 PM	**Free**
	7:25 PM – 10:05 PM	DEPARTURE 7:25 PM Local Time (DCA) - Southwest Airlines, Flight 3936 (DCA - MSY) Flight 3936 (DCA - MSY) Botel, Jason
	After 10:05 PM	**Free**

Fri, Jul 21

	All Day	JB Hotel Reservation Four Points French Quarter 541 BOURBON STREET Botel, Jason
	All Day	jason in NOLA to speak at conference Botel, Jason
	All Day	(b)(6) OOO Chism, Monique
	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	RUN Of Events NOLA Botel, Jason
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	9:00 AM – 10:00 AM	MEETING: Breakfast-John White The Ruby Slipper Cafe - 200 Magazine St, New Orleans, LA 70130, United States McCampbell, Gregory
	10:00 AM – 10:15 AM	**Free**
	10:15 AM – 10:45 AM	Meeting with Wise & Lovell Coxen, Carrie
	10:45 AM – 11:30 AM	**Free**
	11:30 AM – 12:30 PM	EVENT: Remarks: Deeper Learning in ESSA - Wise New Orleans-Central Time 10:45AM Speaking Botel, Jason
	12:30 PM – 2:05 PM	**Free**
	2:05 PM – 6:35 PM	DEPARTURE 1:05 PM Local Time (MSY) - Southwest Airlines, Flight 3673 (MSY - DCA) Flight 3673 (MSY - DCA) Botel, Jason
	3:30 PM – 5:00 PM	K-12 and School Choice (materials attached) 5C100 and Conference Line Navarro, Erica
	After 6:35 PM	**Free**

Sat, Jul 22 – Sun, Jul 23

	Before 8:30 AM	**Free**

AMERICAN OVERSIGHT

	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Mon, Jul 24

	Before 8:30 AM	**Free**
	8:30 AM – 9:30 AM	**Free**
	9:30 AM – 10:30 AM	Meet with Jason & Ebony re ESSA Feedback 7W315 Ebony will be called at 202-230-4665 Venable, Joshua
	10:30 AM – 11:30 AM	MEET: Organizational Leadership & PD WDCFB6-3C100 Botel, Jason
	11:15 AM – 12:15 PM	State Plan Briefing Office of the Secretary DeVos, Betsy
	12:15 PM – 12:30 PM	**Free**
	12:30 PM – 1:00 PM	MEET: David James & Jason Jason's Office 3W315 Botel, Jason
	1:00 PM – 1:30 PM	MEET: Reform Steering 1 Jason's Office 3W315 McCampbell, Gregory
	1:30 PM – 2:00 PM	MEET: Debrief Sec Meeting w/ USVI Gov Mapp Jason's Office 3WE315 Botel, Jason
	2:00 PM – 3:00 PM	Briefing with Mark Berends and Joe Waddington Secretary's Conference Room (OS Managed) McHugh, Erin
	3:00 PM – 3:30 PM	MEET: Bernard & Jason Jason's Office 3W315 Botel, Jason
	3:30 PM – 4:00 PM	MEET: BIE Follow Up Jason's Office 3W315 Botel, Jason
	4:00 PM – 4:30 PM	MEET: Thomas Complaint Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	MEET: DeShawn & Alejandra-Choice Jason's Office 3W315 Botel, Jason
	After 5:00 PM	**Free**

Tue, Jul 25

	All Day	(b)(6) Botel, Jason

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	Before 8:30 AM	**Free**
	8:30 AM – 9:30 AM	**Free**
■	9:30 AM – 10:00 AM	MEET: OII All Staff LBJ-Banard Botel, Jason
	10:00 AM – 10:15 AM	**Free**
■	10:15 AM – 11:00 AM	Transportation-Motor Pool Confirmed LBJ-->EEOB Botel, Jason
■	11:00 AM – 12:00 PM	MEETING: OMB ESSA EEOB 238 Botel, Jason
■	12:00 PM – 12:30 PM	Transportation-Motor Pool Confirmed EEOB-->LBJ Botel, Jason
■	12:30 PM – 1:00 PM	Cross Agency Proposals 5W313 and Conference Call Navarro, Erica
	1:00 PM – 2:00 PM	**Free**
■	2:00 PM – 3:00 PM	MEETING: School Social Work Assoc of America WDCFB6-3W336 Botel, Jason
■	2:45 PM – 4:15 PM	FY 2019 Budget Submission Secretary's Conference Room (OS Managed) DeVos, Betsy
	4:15 PM – 4:30 PM	**Free**
■	4:30 PM – 5:00 PM	MEET: ESSA State Plan Meeting WDCFB6-3C100 Botel, Jason
	After 5:00 PM	**Free**

Wed, Jul 26

	All Day	Patrick & Roberta Annual Leave Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 9:15 AM	**Free**
■	9:15 AM – 9:45 AM	MEETING: Dan Domenech LBJ-Jason's Office 3W315 Botel, Jason
■	9:45 AM – 10:00 AM	PHONE CALL: IL Superintendent Tony Smith Jason WILL CALL Superintendent Smith at 312-590-2682 Botel, Jason
■	10:00 AM – 10:25 AM	Transportation-Motor Pool Confirmed Botel, Jason
■	10:25 AM – 12:00 PM	MEETING: Alexander & Foxx

AMERICAN OVERSIGHT

S-303
Botel, Jason

☑	11:30 AM – 12:00 PM	Meeting with National Writing Project WDCFB6-6C101 Lee, Ebony
■	12:00 PM – 12:30 PM	Transportation-Motor Pool Confirmed Dirksen-->LBJ Botel, Jason
■	12:30 PM – 1:15 PM	MEET: Resubmitted State Plan Meeting re- CT Scale Scores Jason's Office 3W315 Botel, Jason
■	1:15 PM – 1:30 PM	PHONE CALL: MI Superintendent of Public Instruction Brian Whiston Jason WILL CALL Superintendent of Public Instruction Whiston at (b)(6) Botel, Jason
■	1:30 PM – 2:00 PM	MEET: Debrief From Call w/ Director of Office of Nat. Drug Control Policy Jason's Office 3W315 Botel, Jason
☑	2:00 PM – 3:00 PM	Final FY 2019 Budget Planning Discussion - Group #5 TA/Evidence/Other (b)(6) Stanton, Craig
■	2:45 PM – 3:00 PM	PHONE CALL: DC State Superintendent of Education Hanseul Kang Jason WILL CALL Superintendent of Education Kang at (b)(6) Botel, Jason
■	2:45 PM – 3:00 PM	PHONE CALL: Jason Botel Jason will call Superintendent of Education Kang Botel, Jason
☐	**3:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	MEETING: Math for America Jason's Office 3W315 McCampbell, Gregory
■	4:00 PM – 4:15 PM	PHONE CALL: VT Secretary of Education Rebecca Holcombe Secretary Holcombe WILL CALL Jason's Conference Line Botel, Jason
■	4:00 PM – 5:00 PM	Weekly Check In With Chris Botel, Jason
■	4:30 PM – 5:00 PM	PHONE CALL: ME Commissioner of Education Roger Hasson Jason WILL CALL ME Commissioner of Education Roger Hasson (b)(6) Botel, Jason

AMERICAN OVERSIGHT

	After 5:00 PM	**Free**

Thu, Jul 27

	All Day	(b)(6) Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 10:00 AM	MEET: OGC ESSA Prep Under Secretary's Office 7th Floor Botel, Jason
	10:00 AM – 10:15 AM	PHONE CALL: CO Commissioner of Education Katy Anthes Jason WILL CALL Commisioner of Education Anthes at (b)(6) Botel, Jason
	10:15 AM – 10:30 AM	**Free**
	10:30 AM – 11:00 AM	MEET: Reform Steering 2 Jason's Office 3W315 Botel, Jason
	11:00 AM – 12:45 PM	**Free**
	12:45 PM – 1:00 PM	PHONE CALL: AZ Superintendent of Public Instruction Diane Douglas Jason WILL CALL Conference Line 602-364-0084 Botel, Jason
	1:00 PM – 1:30 PM	MEETING: Chiefs for Change LBJ-Jason's Office 3W315 Botel, Jason
	1:30 PM – 1:45 PM	MEETING: PHONE CALL: ND Superintendent of Public Instruction Kirsten Baesler Jason WILL CALL Superintendent of Public Instruction Baesler at 701-328-4570 Botel, Jason
	1:45 PM – 3:00 PM	**Free**
	3:00 PM – 3:30 PM	Weekly Update: Jason Botel 7W315 Venable, Joshua
	3:30 PM – 4:00 PM	Grants Reform Work Group WDCFB6-7E312 Brickman, Michael
	4:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Fri, Jul 28

	All Day	(b)(6) Botel, Jason

AMERICAN OVERSIGHT

	All Day	Monique on Travel (Clemson SC) Chism, Monique
	All Day	(b)(6) Johnston, Michael
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	9:00 AM – 10:00 AM	MEETING: TNTP-Fishman Prize Winners Secretary's Conference Room (OS Managed) Botel, Jason
	9:30 AM – 10:00 AM	Transportation/Arrival to EEOB Botel, Jason
	9:30 AM – 5:00 PM	Jason Off Site Botel, Jason
	10:00 AM – 12:00 PM	Fwd: Demand Reduction Steering Committee Meeting Eisenhower Executive Office Building (EEOB) Room 350 1650 Pennsyvlania Avenue, NW Washington, DC Baum, Richard J. EOP/ONDCP
	12:00 PM – 12:30 PM	Transportation-JB Arranged Botel, Jason
	1:00 PM – 2:30 PM	REMINDER! - OESE Professional Development for Leaders: Managing in a New Reality - TODAY @ 1:00 P.M. WDCFB6-1W126 Washington, Mark
	1:30 PM – 2:00 PM	MEETING: PHONE CALL: Phillip Lovell Jason WILL CALL (b)(6) Botel, Jason
	3:00 PM – 3:30 PM	BRIEFING: TN CALL Botel, Jason
	3:00 PM – 3:30 PM	call to dicuss TN Kathleen's office 7E310 or call in Petersen, Molly
	After 5:00 PM	**Free**

Sat, Jul 29 – Sun, Jul 30

	All Day	(b)(6) Botel, Jason
	All Day	Monique on Travel (Clemson SC) Chism, Monique

Mon, Jul 31

	All Day	(b)(6) Botel, Jason

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	All Day	Monique on Travel (Clemson SC) Chism, Monique
	Before 8:30 AM	**Free**
	8:30 AM – 10:30 AM	**Free**
	10:30 AM – 11:00 AM	MEET: Key Questions MN & CO Jason's Office 3W315 Botel, Jason
	11:00 AM – 11:30 AM	Meeting- CSP FY 18 CMO NPP WDCFB6-7C101 Lee, Ebony
	11:30 AM – 12:00 PM	**Free**
	12:00 PM – 12:30 PM	MEET: JB & Tina Jason's Office 3W315 McCampbell, Gregory
	12:30 PM – 1:00 PM	TN and DE questions from Foxx and Alexander Jason's office - *note that this is a room change Zarish-Becknell, Kim
	1:00 PM – 1:30 PM	MEET: Follow Up State Plans-IL Jason's Office 3W315 Botel, Jason
	1:30 PM – 2:15 PM	MEET: 6-MW FEVS 101 Jason's Office 3W315 Botel, Jason
	2:15 PM – 3:00 PM	**Free**
	3:00 PM – 4:00 PM	HUD Briefing on Envision Centers Secretary's Conference Room (OS Managed) Lee, Ebony
	3:00 PM – 4:00 PM	HUD, Dept. of ED Mtg. RE: Envision Centers & HUD/ED Partnership Dept of Education, 400 Maryland Ave SW, C St. Entrance // Secretary's Conf. Rm (security will call Martha Davis when HUD staff arrives) Bass, Deana
	4:00 PM – 5:00 PM	MEETING: Phone Call: ONDCP-Opioid Follow Up PHONE CALL Botel, Jason
	4:00 PM – 5:00 PM	Enterprise Risk Management Council Meeting LBJ-TDC room 1W103 Maestri, Phil
	5:00 PM – 6:30 PM	**Free**
	6:30 PM – 7:00 PM	MEET: PHONE CALL: State Plan Feedback Update Botel, Jason
	After 7:00 PM	**Free**

Details

AMERICAN OVERSIGHT

Saturday, July 01, 2017

Time (b)(6)
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required

AMERICAN OVERSIGHT

Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

Time
Subject (b)(6)
Show Time As
Categories

Monday, July 03, 2017

Time
Subject (b)(6)
Show Time As
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time
Subject (b)(6)
Show Time As
Categories

Time 8:00 AM – 10:00 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: Jason & Lisa
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason & Lisa
Purpose: TBD
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: Employee Relations OESE
Location Jason's Office 3W315
Show Time As Busy

Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Goodman, Amber <Amber.Goodman@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: PHONE CALL: Cynthia Young
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM

AMERICAN OVERSIGHT

Subject Cake Celebration
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time
Subject (b)(6)
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject HOLD: MA
Show Time As Tentative
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 5:00 PM

AMERICAN OVERSIGHT

Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, July 04, 2017

Time 8:00 AM – 6:00 PM
Subject 4TH OF JULY
Location Please Enjoy This Great Day
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Wednesday, July (b)(6)

Time
Subject
Show Time As
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

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	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Frost, Frances <Frances.Frost@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Meet with Jason Botel & Lisa Ramirez
Location 7W315
Show Time As Busy
Lisa will be called at: (b)(6)
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Maestri, Phil <Phil.Maestri@ed.gov>	Required
Harris, Lisa (OGC) <Lisa.Harris@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Personal Phone Call
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject PREP: For Call w/ Dr. Oz Staff
Location Jason's Office 3W315
Importance High
Show Time As Busy

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Whitaker, Heather <Heather.Whitaker@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: School DeSegregation
Location Jason's Office 3W315
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: PHONE CALL: JHU Institute for Education Policy
Location Phone Call -JB Conference Line
Attachments ListofAttendees.doc
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: JHU Institute for Education Policy
Purpose: A federal approach to pluralism and accountability

MATERIALS PROVIDED

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: JB & Karen
Location Jason's Office 3W315
Importance High
Show Time As Busy

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Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Follow Up-Family Engagement Team
Location Jason's Officce 3W315
Show Time As Busy
Family Engagement Team
IPA
Categories Green Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Frost, Frances <Frances.Frost@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: HEP Programs
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: HEP Programs
Purpose: Possible collaboration, not least because HEP's programs invest so heavily in pre-college programs. Overall sense of priorities and appetite for reform, and how we might coordinate around overlapping programs (which under the efficiency EO might be better consolidated in some way) relating to pipeline to college and pipeline to workforce.
Location: Jason's Office

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Kissel, Adam <Adam.Kissel@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: Levi Birky
Location Jason's Office 3W315
Attachments 50-DOE-ODS.PDF
ODS Intern Duties.docx

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Truman Scholarship Foundation briefing 4.28.17.docx

Show Time As Busy

Meeting Name: MEET: Levi Birky
Purpose: Introductory to Levi Birky, at Erin McHugh's request.
Location: Jason's Office

Attached are (1) the list of duties for his internship, (2) Levi's application and resume, and (3) the briefing paper that was presented to political leadership when they were determining whether to allow for Truman Scholars . Levi Birky is the 2016 Truman Scholar for Montana and will be with us until July 28.

More information about the Truman Scholarship Foundation is available online at https://www.truman.gov/.

MATERIALS

Context via Erin
Hi Jason! I am writing about Levi Birky and whether you might be open to meeting with him. Levi is a Truman Scholar and is interning with the PIO team this summer. In addition to supporting our Strategic Planning effort, I have asked Levi to provide a fresh perspective on how we share best practices, success stories and other related information across ED. As part of that work, Levi will interview leaders to learn about their work at the Department and their perspectives on performance management. Levi specifically asked about the opportunity to meet with you. Please let me know if you are open to meeting. If so, I will have him work with Carrie to schedule a time. Thank you!

Sincerely,

Erin

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Birky, Levi <Levi.Birky@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEETING: PHONE CALL: AM Partnership
Location Jason's Office 3W315; JB's Conference Line
Attachments CDC Academic Achievement.pdf
AW.pdf
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: AM Partnership
Purpose: CDC Report. Their interest is in partnering with the DOE to help increase academic achievement by encouraging a reduction of

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sexual activity among teens.
Location: Jason's Office; JB's Conference Line

Conference Call Information Jason Botel:
(b)(6)

PROVIDED MATERIALS

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: VR follow up
Location Jason's Office 3W315
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Richardson, Venitia <Venitia.Sablo-Richardson@ed.gov>	Required

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Thursday, July 06, 2017

Time 9:00 AM – 9:30 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEET: ESSA Inside Sources
Location Jason's Office 3W315
Show Time As Busy

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Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: Intro Meeting w/ Michael Nock
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Intro Meeting w/ Michael Nock
Purpose: Intro w/ Michael Nook [Intern in OS] about OESE.
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Nock, Michael <Michael.Nock@ed.gov>	Required
	Davis, Martha <Martha.Davis@ed.gov>	Optional

Time 11:00 AM – 1:00 PM
Subject EVENT: 2017 ED Feds Feed Families Kick-Off Event
Location Outside of EDibles Marketplace
Show Time As Busy

2017 Feds Feed Families Food Drive on 7/6 at LBJ
Page Content
Please join us as we kick-off the 2017 Feds Feed Families Food Drive
Date: Thursday, July 6
Time: 11am-1pm
Location: outside of the EDibles Marketplace
The Feds Feed Families Food Drive is officially underway at the Department of Education (ED) and across the federal government. ED is proud to be one of the federal agencies participating in the annual food drive. Through the amazing generosity of federal employees, the food drive has collected nearly 70 million pounds of food for those in need. Last year alone, more than 12.5 million pounds were donated and provided to food banks and pantries.
While many look forward to the summer months, it is also a time of heightened hunger and food insecurity. Food banks and those relying on them, struggle due to a drop in donations and surge in demand. As school lets out for the summer, children across the country lose access to valuable school lunch programs. For many of these children, there is no program to replace those meals they would have received

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at school.
Together, we can fill the shelves that might otherwise go empty. With your help, food banks can continue to serve those in need. Please join us as we fill boxes and feed families!
For more information about this important initiative, please e-mail HYPERLINK "mailto:FedsFeedFamilies@ed.gov" FedsFeedFamilies@ed.gov.
HYPERLINK "https://connected.ed.gov/Documents/2017-FFF-Kick-off-Flyer.pdf" FFF Kick off Flyer
POC: HYPERLINK "mailto:Geoffrey.Harper@ed.gov?subject=2017%20Feds%20Feed%20Families%20Food%20Drive"Geoffrey D. Harper

Categories Orange Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Conversation on Equity
Location Jason's Office 3W315
Attachments TAF_PAF - Equity Presentation.pptx
Show Time As Busy
MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Inside Sources
Location JB WILL CALL Leo (b)(6)
Show Time As Busy
Meeting Name: MEETING: PHONE CALL: Inside Sources
Purpose: Press
Location: MEETING: PHONE CALL: Inside Sources
Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: Katherine Bassett NNSTOY
Location Jason WILL CALL KB (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
katherine@nnstoy.org <katherine@nnstoy.org>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Intro Meeting for Kendra & Jason
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Intro Meeting for Kendra & Jason
Purpose: Introductory meeting between Kendra and Jason.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Grady, Kendra <Kendra.Grady@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject PHONE CALL: IN Superintendent McCormick
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	aeller1@doe.in.gov <aeller1@doe.in.gov>	Required

Friday, July 07, 2017

Time 7/7/2017 12:00 AM – 7/10/2017 12:00 AM
Subject Carrie In Savannah 7/7
Location If Needed Call (b)(6) email Chris Rinkus
Show Time As Free
FLIGHT: 8AM-10:15AM
Categories Blue Category, Green Category
Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 7:30 AM – 8:00 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov> Required

Time 8:00 AM – 9:00 AM
Subject EVENT: PANEL: School Research Nexus Superintendent Leadership Conference
Location Hyatt Regency
Attachments #Supt. Attendees.List Print.pdf
OESE Event Request Form steph- External.docx
Show Time As Busy

Event Name: EVENT: REMARKS: School Research Nexus Superintendent Leadership Conference
Date: July 7th 8AM-9AM
Location: Hyatt Regency

INFO

o The theme of the conference is "Art of Diplomacy"

o Rod Paige, former U.S. Secretary of Education will be a panelist. Other panelists include Alton Frailey, President of AASA (The School Superintendents Association), and Dr. Dan Domenech, Executive Director of AASA

Karen Stratman and Adam Honeysett (OCO) suggest Jason Botel (OESE) as a surrogate if the Secretary decline

Panel will be about 45 to 50 minutes, in front of about 50-60 people (incl 30 superintendents), moderated by Dr. Don Hooper, who is a former superintendent, former past president of AASA, and in his words, a very strong supporter of the Secretary and the President.
The subject of the panel is how to find common ground in education policy. Panelists may each give an opening statement. The remaining time will be used for the moderator to ask questions of the panelists.
The other panelists are:
Rod Paige, former Secretary of Education in the Bush admin from 2001 to 2005
Dan Domenech, current exec director of AASA; and
Alton Frailey, current president of AASA.
Hooper recommended sharing instances in which the panelists have built coalitions, galvanized the community around an issue and/or overcome resistance.
Hooper indicated a sample question could be something like, "Describe the advice you would give to superintendents who are facing a difficult issue that is dividing their community."
This will not be an exhaustive discussion of hot topics in ed policy today—the expectation is to speak generally about coalition-building in education given today's social & political climate, in front of a fairly friendly & conservative audience.
There may be time left at the end for 2-3 audience questions, which will most likely be written on cards and submitted to the moderator.

AMERICAN OVERSIGHT

SUPERINTENDENT PARTICIPANT LIST

EVENT REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 7/7/2017 until 7/28/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject Transportation-Motor Pool Confirmed
Location Hyatt Regency --> LBJ
Show Time As Busy
(b)(6)
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Call with MI
Location 3w315
Attachments Talking Points for Michigan Discussion with Superintendent Whiston.docx
MI Interim determination letter v.3.docx
Show Time As Busy

I am not sure whether the MI chief will have other folks on the call, but I'd like to have all of you in the room with me to hear the response and help me answer any questions if they come up. Thanks!

Talking Points for Michigan Discussion with Superintendent Whiston.docx objattph://"

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Briggs, Ashley <Ashley.Briggs@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject CALL: MI State Chief
Location Jason's Office
Show Time As Busy

Jason will call Superintendent Brian Whiston at 12:30 p.m. EST.

Call number: 517-388-0427

Cody can also be there to help staff during the call.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Reynolds, Cody <Cody.Reynolds@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:00 PM – 5:00 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 3:15 PM – 3:45 PM
Subject MEET: PHONE CALL: JB & Liz
Location JB WILL CALL Liz
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Saturday, July 08, 2017

Time 7/8/2017 12:00 AM – 7/10/2017 12:00 AM
Subject Kids
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Monday, J

(b)(6)

L
Show
Ca
Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer

AMERICAN OVERSIGHT

Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 7/10/2017 12:00 AM – 7/15/2017 12:00 AM
Subject Margo Anderson Out Of Office
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEET: PREP: Dr. Oz Follow Up Phone Call
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: PREP: Dr. Oz Follow Up Phone Call
Purpose: To prep for the call with Dr. Oz staff at 11AM.
Location: Jason's Office.

Conference Call Information Jason Botel:
(b)(6)

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Whitaker, Heather <Heather.Whitaker@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject MEET: DCLS & Regulations-OESE
Location Bob's Office
Show Time As Busy

Jason:

Let's meet to review more deeply the list of DCLs and regulations that OESE would like to keep, modify, or rescind. Adam has graciously volunteered to help with the POC "drill down effort". Please let me know if you have any questions.

Thanks,

Bob

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: Follow Up Phone Call

AMERICAN OVERSIGHT

Location Conference Call
Show Time As Busy
Conference Call Information Jason Botel:
(b)(6)

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Michelle Bouchard <michelle.bouchard@healthcorps.org>	Required
DOSullivan@zoco.com <DOSullivan@zoco.com>	Required
Steve PonTell <spontell@nationalcore.org>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Kaj <Kaj2600@yahoo.com>	Required
Jonathan Kendrick <jkendrick@nationalcore.org>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Whitaker, Heather <Heather.Whitaker@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Meeting-Weekly-Career Political
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Cassie Shirk MD
Location Phone Call
Show Time As Busy

AMERICAN OVERSIGHT

Conference Call Information Jason Botel:
(b)(6)

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
cassie.shirk@maryland.gov <cassie.shirk@maryland.gov>	Required

---

Time 12:30 PM – 1:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->DOI
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject MEETING: Jim Cason DOI
Location Dept of Interior 6113
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Transportation-Motor Pool Confirmed
Location DOI-->LBJ
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: College in High School Alliance
Location Jason's Office 3W315
Show Time As Busy

(b)(6)

Meeting Name: MEETING: College in High School Alliance
Purpose: To discuss the Department's feedback to States on their ESSA plans to clarify how states should include and explain advanced coursework as part of the college and career readiness optional indicator.
Date: July 10th 3PM-3:30PM
Location: Jason's Office

PARTICIPANTS

Clara Haskell Botstein, Associate Vice President, Bard Early Colleges
Lillian Pace, Senior Director of National Policy, KnowledgeWorks Foundation
Lexi Barrett, Director of National Education Policy, Jobs for the Future
Alex Perry, Coordinator, College in High School Alliance (registered lobbyist – can be excluded if appropriate)

POINT OF CONTACT

Name: Clara Haskell Botstein
Title/Organization: Associate Vice President, Bard Early Colleges
(b)(6)
Email: HYPERLINK "mailto:cbotstein@bard.edu"cbotstein@bard.edu

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required

AMERICAN OVERSIGHT

	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Nkemjika & Jason Intros
Location Jason's Office 3W315
Show Time As Busy

Name of Meeting: MEET: Nkemjika & Jason Intros
Purpose: Introductory
Location: Jason's Office

Context:
On Jun 6, 2017, at 7:15 AM, Ofodile-Carruthers, Nkemjika < HYPERLINK "mailto:Nkemjika.Ofodile-Carruthers@ed.gov"Nkemjika.Ofodile-Carruthers@ed.gov> wrote:
Good morning to you Jason and happy Tuesday!

My name is Nkemjika and I am a part of Group 3 in OSS, leading the work with California and Tennessee. I have not had a chance to say welcome to you in person and thought I would share my morning chuckle since it pertains to you; I found it quite funny that every time I think I am going to meet you I am thwarted. J I have to share the list, because I literally did a classic "NOOOOOO" when I saw the meeting was changed:

- Ø I was on maternity leave from January 11 through May 3
- Ø A Friday in May, a California issue was presented to you at the OSS Update, however, I was out of the office
- Ø Yesterday, when you were doing EVS rounds(I sit on the opposite end of Ashlee and Denise, you didn't make it to my corner J), I ran into the hallway but you were already gone
- Ø I've come to the front to say hello and you were in a meeting
- Ø I was only able to attend the final Town Hall
- Ø I was visiting with Monique and she was going to bring me over to say hello but you were in a meeting
- Ø And now today the meeting was moved from tomorrow to today.

It is certainly a series of unfortunate events, but I am confident I will be able to say hello (and in person) soon; I look forward to talking with you at 2, have a terrific Tuesday!

_____

Nkemjika Ofodile-Carruthers, Ed.D.
Education Program Specialist
Office of State Support | Office of Elementary and Secondary Education | U.S. Dept of Education
400 Maryland Ave, SW | 3W118| Washington, DC 20202
PH: 202.401.4389| HYPERLINK "mailto:nkemjika.ofodile-carruthers@ed.gov"nkemjika.ofodile-carruthers@ed.gov

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required

---

Time 4:15 PM – 4:45 PM
Subject BRIEFING: Richard Baum
Attachments ONDCP.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:15 PM – 4:45 PM
Subject Phone Call with Richard Baum, Director, Office of National Drug Control Policy
Location ([redacted])
Show Time As Busy

Briefing paper: David Esquith
Staff: Jason Botel
Dial: [redacted]

4:15 p.m. – 4:45 p.m. PHONE CALL WITH RICHARD BAUM, DIRECTOR OFFICE OF NATIONAL DRUG CONTROL POLICY
Dial: 703-966-4693
Location: LBJ Department of Education Building
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact: David Esquith
Cell: [redacted]
Staff: Jason Botel
Format: Phone Call
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 5:00 PM – 5:15 PM

AMERICAN OVERSIGHT

Subject Meeting with Josh Venable and Jason Botel
Location Office Of the Secretary
Show Time As Busy
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Confirmed call with hill - ESSA regs
Location Jasons office
Show Time As Busy

(b)(6) Molly will activate the call from Jason's office.

Thanks,

Molly

Categories Red Category
Attendees

Name <E-mail>	Attendance
Petersen, Molly <Molly.Petersen@ed.gov>	Organizer
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
Dixon, Doris <Doris.Dixon@ed.gov>	Required
Wilson, Linda <Linda.Wilson@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, (b)(6)

Show

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Lieth, Anna <Anna.Lieth@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Lakin, Drew <Drew.Lakin@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Duran, Maribel <Maribel.Duran@ed.gov>	Required
	Whalen, Ann <Ann.Whalen@ed.gov>	Required
	Amerikaner, Ary <Ary.Amerikaner@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Murphy, Ariel <Ariel.Murphy@ed.gov>	Required
	Doggett, Libby <Libby.Doggett@ed.gov>	Required

Time 7:30 AM – 8:00 AM
Subject Transportation-JB Arranged
Show Time As Busy

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Reynolds, Cody <Cody.Reynolds@ed.gov> Required

Time	8:10 AM – 9:00 AM
Subject	EVENT: AASA/ASBO, Legislative Advocacy Conference
Location	Hyatt Regency Capitol Hill
Attachments	AASA Event Request 7.11.17.pdf 6.19.pdf AASA ASBO BP for Botel.071117.docx Botel 2017 AASA ASBO TPs.doc
Show Time As	Busy

From: Stratman, Karen
Sent: Monday, July 10, 2017 3:40 PM
To: Rinkus, Christopher
Subject: Re: Question from AASA re: Tomorrow Morning

Okay, here are the shifts:

--Jason is now speaking from 8:20 to 8:40 (including short Q&A), then Senator Hassan speaks, then session ends and Jason meets with IL superintendents at 9:00 (I'll be there to make sure he is guided to where the supers are). AASA is most appreciative and will mention tomorrow.

--Location is now REGENCY BALLROOM, not Capitol Room as his BP and the Agenda say. Upon entering the Hyatt, he takes the escalator down to lobby level (no other choice but to do this), walks across lobby to his left, then down two more sets of escalators to Regency Ballroom. I'll be there at 8, if he'd like me to walk him down (my cell is (b)(6)

Thanks, Chris!

Karen

Sent from my iPhone

AGENDA

BRIEFING PAPER

TALKING POINTS

EVENT REQUEST FORM

Categories	Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Ross, Chareese <Chareese.Ross@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Optional
	Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional

Time 9:00 AM – 9:30 AM
Subject MEETING: IL Supers
Location Hyatt Regency
Attachments AASA Illinois Delegation.docx
Show Time As Busy

LIST OF SUPERS

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Transportation
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:45 AM – 10:15 AM
Subject MEET: TN
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: TN
Date: July 11th 9:45AM-10:15AM
Location: Jason's Office

AMERICAN OVERSIGHT

Conference Call Information Jason Botel:
(b)(6)

Please note this is the only time Jason is available the morning of July 11th.

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required
	Becker, Judith <Judith.Becker@ed.gov>	Required
	Simons, Jane <Jane.Simons@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional

Time 10:15 AM – 11:00 AM
Subject BRIEFING: Teachers Who Left The Classroom
Attachments Attachment A- One Pager on Literature about Teacher Retention.pdf
Attachment B- Biographies for Roundtable Participants.docx
Attachment C- Questions for Roundtable Conversation.docx
Briefing for Roundtable wtih Former Teachers, 7-11.docx
Show Time As Busy
Categories Blue Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time	10:15 AM – 11:00 AM
Subject	Meeting with Teachers Who Left the Classroom
Location	Secretary's Conference Room (OS Managed)
Show Time As	Busy
	Briefing Paper: Patrick Kelly
	Staff: Jason Botel
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time	12:00 PM – 1:00 PM
Subject	BRIEFING: Conversations About Leading
Attachments	CAL.Jan2017 Transition Session NotesFinal.docx
Show Time As	Busy
Categories	Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	12:00 PM – 1:30 PM
Subject	Conversations About Leading, Transition to a New Administration Part II: What We're Learning
Location	LBJ Education Building, 5C100
Show Time As	Busy

Dear Excellence in Government Senior Fellows and Fellows, Prior Guest Leaders, Senior Executive Service Members, Presidential Management Fellows, Teaching Ambassador Fellows, Pathways to Leadership Fellows and Guests,
Please join your colleagues around the table on
Tuesday, July 11, 2017 at Noon
for a
Conversation About Leading
on
Transition to a New Administration Part II: What We're Learning
WHAT
In January of this year, just prior to the arrival of the new administration's staff at ED, CAL hosted the session Transition Part I: Preparation, the results of which are attached. Both the Partnership for Public Service and the Federal Communicators Network found our approach to and the results of that conversation to be a model for how to think about and accomplish a transition. As you will see, our

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focus as career staff was on building relationships with new colleagues to ensure the best results for our work on one of the most important endeavors of our country – an excellent education for all its people. At the end of the conversation on Jan. 11, participants agreed that we should have another conversation a few months later about the actual transition work's successes and challenges.

In that context and with the gain of six months of perspective, we will now engage in Transition Part 2: What We're Learning. This time, a mix of senior career and political staff will lead the conversation from their perspectives on the transition to date. The conversation will be framed by the following questions, for which we gratefully acknowledge Joe Conaty as the composer:

What went well?
What hasn't gone so well?
What would you do differently?
What would you not do?

The goal of the conversation is to gain lessons for going forward together in our work beyond the transition. Joe Conaty will kick off the conversation by responding to these questions and then extend the conversation to the rest of the panel. As with all CAL sessions, the participants will also engage in the conversation by asking questions of the panel and each other, and by addressing their own perspectives on the transition.

WHO

Jason Botel, acting assistant secretary, Office of Elementary and Secondary Education

Denise Carter, deputy assistant secretary for management, Office of Management

Joe Conaty, senior policy advisor, delegated to perform the duties of the deputy secretary

Candice Jackson, acting assistant secretary, Office for Civil Rights

Phil Rosenfelt, deputy general counsel for program service, Office of the General Counsel

Ruth Ryder, deputy director, special education programs, Office of Special Education and Rehabilitative Services

Other Participants TBA

WHEN

Tuesday, July 11, Noon to 1:30 p.m.

WHERE

LBJ Education Building, Room 5C100, 400 Maryland Ave. SW

RSVP

Please RSVP to HYPERLINK "mailto:jacquelyn.zimmermann@ed.gov"

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jacquelyn.zimmermann@ed.gov. If you have any questions, please email Jackye or call her at 202-401-0762.

SECURITY
Guests who are not ED employees must RSVP so that an escort can be arranged and bring a picture ID to enter the building.

IF YOU REQUIRE REASONABLE ACCOMMODATIONS to participate in this event, please contact Jackye Zimmermann at HYPERLINK "mailto:jacquelyn.zimmermann@ed.gov" jacquelyn.zimmermann@ed.gov or at 202-401-0762.
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Categories Purple Category

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Time 1:00 PM – 1:30 PM
Subject BRIEFING: Izumi
Attachments 07-11-17 Meeting with Lance Izumi and Sally Stegeman.docx
Lance Izumi Op-Ed--Why Trump Is Right to Cut Federal Education Spending.pdf
Show Time As Busy
BRIEFING PAPER

SUPPORTING MATERIALS
Categories Blue Category

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Attendees	Name <E-mail>	Attendance
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Time 1:00 PM – 1:30 PM
Subject Meeting with Lance Izumi and Sally Stegeman, Pacific Research Institute
Location Office of the Secretary
Show Time As Busy

Briefing Paper: Chris Rinkus
Staff: Bob Eitel and Jason Botel

Attendees:
Lance Izumi, J.D. Koret Senior Fellow in Education Studies and Senior Director of the Center for Education
Pacific Research Institute
Sally Stegeman, Pacific Research Institute

TOPIC: We would like to discuss topics that Secretary DeVos is pushing, such as President Trump's education budget, to see how we can be helpful. I have pasted below an op-ed I wrote supporting the president's education budget plan. We would also like to discuss issues of school choice, and, again, see how we can be helpful to the administration's agenda.

WHY TRUMP IS RIGHT TO CUT FEDERAL EDUCATION SPENDING
06/02/2017 by Lance Izumi

Real Clear Education
President Trump's proposed cuts to the federal education budget have elicited the usual howls of dismay and condemnation from the education establishment. Yet, drill down into the actual cuts and there are a lot of good reasons to put these programs on the chopping block.

Take, for example, the 21st Century Community Learning Centers (CCLC) program, which established before- and after-school programs, plus summer programs, aimed at improving student academic outcomes. President Trump's budget eliminates this $1.2 billion program. In response, liberal defenders of federal government education spending went nuts.

The liberal Center for American Progress (CAP) cited an Oregon after-school and summer-school program that it said would lose "enrichment opportunities that provide a well-rounded educational experience, including sports, art classes, off-site field trips, and vital summer school courses." While offering flowery verbiage, the CAP

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failed to cite hard data to show that this program or CCLC programs overall are raising student outcomes.
https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/budget/fy2018/msar.pdf
The Trump administration points out that "overall program performance data show that the program is not achieving its goal of helping students, particularly those who attend low-performing schools, meet challenging State academic standards."

In particular, the administration points out that "on average from 2013 to 2015, less than 20 percent of program participants improved from not proficient to proficient or above on State assessments in reading and mathematics."

Furthermore, these programs have poor attendance, which results in poor student outcomes. The administration notes, "States reported that fewer than half of all students served (752,000 out of 1.8 million) attended programs for 30 days or more during the 2014-15 school year.

"These data," concludes the administration, "strongly suggest that the 21st CCLC is not generating the benefits commensurate with an annual investment of more than $1 billion in limited Federal education funds."

Previous evaluations of the 21st CCLC program found that the program was not just ineffective, but in some cases harmful. For instance, participating students were less likely to put effort into reading or English classes and were more likely to have behavior and discipline problems than similar students.

In addition to the 21st CCLC program, the Trump administration seeks to eliminate the $2.4 billion Supporting Effective Instruction (SEI) State Grants program.

The program, also known at Title II of the Every Student Succeeds Act, funds a wide range of activities. However, the majority of funds, 52 percent, goes to professional development training for teachers, while just 25 percent goes to reduce class sizes.

The liberal CAP worries about the effect of SEI elimination, not on student achievement, but on teacher salaries. The group conjures up the specter of "a loss of 40,000 teachers' salaries."

Yet, even the CAP admits that SEI funds "could be better spent" and that more effort "should be made to reform the program." That admission is an understatement.

As the administration observes, "professional development, as currently provided, has shown limited impact on student achievement." Indeed, HYPERLINK "https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/budget/fy2018/msar.pdf"evaluations funded by the U.S.

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Department of Education have found that professional development programs make little difference in improving student achievement. Independent research comes to the same conclusion.

According to a HYPERLINK "https://thejournal.com/articles/2016/09/26/report-builds-case-for-failure-in-teacher-pd.aspx"2016 report by the education research organization MDR EdNET, "The data also shows that neither teaching skills [nor] student outcomes are significantly improved by traditional [professional development]." Despite this failure, school districts spend on average $18,000 per teacher each year on professional development, which translates to $18 billion in total.

Indeed, if one looks at the 20 PreK-12 programs that the Trump administration seeks to eliminate, from the Alaska Native Education program to the

Comprehensive Literacy Development Grants program to the School Leader and Recruitment program, the common theme is that evaluations and analyses show that these programs do not improve student achievement, have a limited impact or duplicate other government activities.

Thus the hysteria over defunding these programs is just that – hysteria. The world will not end and children will not receive a worse education if ineffective federal education programs are eliminated. If Republicans in Congress are serious about local control of education, then they must get serious about local dependence on federal dollars.

Categories Red Category

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Time 1:45 PM – 2:15 PM
Subject BRIEFING: USVI
Attachments MeetingBriefing_VirginIslands_Bios&Headshots.docx
MeetingBriefing_USVI_DeVos_7-11-17.docx
Memo to Josh re VIDE - CONFIDENTIAL AND DELIBERATIVE 7-4-17 345pm.docx
USVI Commissioner of Education Discussion Points.docx
VIDE_Reallocation_Request_June2017.pdf
Show Time As Busy
BDV BRIEFING

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BIOS

SUPPORTING MATERIALS

Categories Blue Category

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Time 1:45 PM – 2:15 PM

Subject Meeting with Governor Kenneth Mapp, U.S. Virgin Islands

Location Secretary's Conference Room

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(1) Finding a definitive path forward for the Government of the U.S. Virgin Islands (GVI) to regain local financial management control over its federal education funding and eliminating the role of a third-party fiduciary agent (TPF) and the Special Grant Conditions. Since 2006, the Dept. of Education has required that a TPF perform those functions, while preventing the GVI from performing those functions, at an unreasonably high cost to the GVI and the Virgin Islands educational system ($34 million to date).
(2) Exploring opportunities for the Virgin Islands to serve as an incubator for innovative educational programs that the Secretary of Education may be interested in.

Attendees will include:
Governor Kenneth E. Mapp
The Governor's Deputy Chief of Staff, Rochelle Corneiro
Counsel to the Governor, Emile Henderson
Commissioner of Education Sharon Ann McCollum, Ph.D.
Virgin Islands Office of Management and Budget Director Nellon L. Bowry
Peter Hiebert, John Fehrenbach, and Scott Schipma of Winston & Strawn, outside counsel to the Government of the Virgin Islands
Kevin Callwood, the Government's DC representative,

Briefing Paper: Cody
Staff: Josh

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Time 2:30 PM – 3:00 PM
Subject MEET: Jason & Mike OCO
Location Jason's Office 3W315
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Categories Green Category
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Time 3:00 PM – 3:30 PM
Subject MEETING: Schusterman
Location WDCFB6-3W336
Show Time As Busy

Meeting Name: Schusterman
Purpose: Meeting w/ Julie, Schusterman grantee executives and district chief on innovations re Title II & Professional Development and linkages to AmeriCorps.
Location: WDCFB6-3W336

PROPOSED AGENDA
Innovations & best practices from attending organizations
Results from recent third party evaluation
Future of Title II w/ ESSA

PARTICIPANTS
Julie Mikuta, Senior Director, Schusterman
Daniel Weisberg, CEO, TNTP
Deborah, Gist, Superintendent, Tulsa Public Schools
Kamilah Harris, SVP, New Teacher Center
Anne Mahle, SVP, Teach for America
Katherine Westerhold, Director, Relay Graduate School
Classroom Educator, Teach Plus (TBD)

EXTERNAL MEETING CONTACT
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CONTEXT
On Jun 30, 2017, at 4:18 PM, Julie Mikuta <HYPERLINK "mailto:jmikuta@schusterman.org"jmikuta@schusterma n.org> wrote:

Dear Jason,

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I hope all is well.
I am reaching out on behalf of a delegation of the Charles & Lynn Schusterman Family Foundation grantee executives. We would like to meet with you on teacher professional development best practices and innovations around Title II during our Hill Day in Washington DC on July 11.
Teach for America is our lead Hill Day partner. Our delegations will include: myself, Supt. Deborah Gist, Leading Educator's Sonya Anderson, TNTP's CEO Daniel Weisberg, ANet CNO Kimberly Cockrell, Teach Plus Fellows and other leaders with significant impact in nationwide.
Samuel Roe with Education Performance Group is leading Hill Day for Schusterman. Nikki Gilman can help with finding a time. They are both CC'd here.
I look forward to hearing from you!
Sincerely,
Julie
Julie Mikuta| Senior Director, Education
Charles and Lynn Schusterman Family Foundation
O 415-528-7630 | D 415-528-7621
A 625 Market St. Suite 700, San Francisco, CA 94105
E HYPERLINK "mailto:jmikuta@schusterman.org"jmikuta@schusterman.org
Join Us: Schusterman.org | HYPERLINK "http://www.facebook.com/schustermanfamilyfoundati on"Facebook | HYPERLINK "http://twitter.com/"Twitter | HYPERLINK "http://www.schusterman.org/join-us"Mailing List

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time 3:30 PM – 4:00 PM
Subject MEET: Hill Feedback State Plans
Location Jason's Office 3W315
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

AMERICAN OVERSIGHT

	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Optional

Time 4:15 PM – 4:45 PM
Subject BRIEFING: Gov Justice WV
Attachments MeetingBriefing_Gov.JusticeWV_DeVos_7-11-17.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:15 PM – 4:45 PM
Subject Phone Call with Governor Jim Justice, West Virginia
Location The Governor will call Sarah
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Hold: Phone call with Eileen Weiser
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 5:00 PM – 5:30 PM

AMERICAN OVERSIGHT

Subject PHONE CALL: Eileen Weiser
Location Jason WILL CALL (b)(6)
Attachments Talking Points for Michigan Discussion with Superintendent Whiston.docx
MI Interim determination letter v.3.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 7:00 PM – 7:30 PM
Subject CALL: Jason WILL CALL Liz sometime after 7pm
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Wednesday, July 12, 2017

Time 11:30 AM – 12:00 PM
Subject meet w/Jason
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Meet with Jaosn Botel, Carrie Coxen
Location 7W315
Show Time As Busy
Jason – if you are not back from jury duty – that is fine.
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:00 PM – 2:30 PM
Subject BRIEFING: PHONE CALL: Morath
Attachments 07.12.17 - Call with Texas Commissioner Mike Morath.docx
Show Time As Tentative
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject Phone Call with Mike Morath, Education Commissioner, Texas
Location (b)(6) (Paula will connect)
Show Time As Tentative

2:00 p.m. – PHONE CALL WITH MIKE MORATH, EDUCATION COMMISSIONER, TEXAS
2:30 p.m. Dial: 512-463-8985 (Paula will connect)
Location: LBJ Department of Education Building
Room: Office of the Secretary
Address: 400 Maryland Avenue, SW
Washington, DC 20202
Contact:
Cell:
Format: Phone Call
Topic: use of funds around low performing schools, use of state funds to support Maintenance of Effort requirement for special education and Charter Schools Program funds
Staff: Monique Chism
Press: CLOSED
Note: Please see attached briefing.

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

AMERICAN OVERSIGHT

	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: MC & JB Follow Up
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Carrie, Chris and Patrick Briefing on 7.19 Event
Location 3W309
Attachments Agenda for Convening on Systems of Support for Excellent Teaching and Leading.pdf
Annotated Draft Agenda 7-12.docx
Educator Support Framework 6-27.pdf
Master Table Assignments.xlsx
Show Time As Busy

Jason's office if Jason's schedule permits

MATERIALS

CONTEXT
Jason,

I hope that you had a great 4th!

I wanted to see if you might have time on Monday or Tuesday to meet for a quick update on the July 19th convening on systems of support for excellent teaching and leading. We're getting pretty close to final agenda, and our RSVP deadline is Friday night. I'd love to give you an overview of where we stand on agenda and attendees, and to see if you would be interested and able to offer a few words to close out the day.

Thanks!

Patrick

Patrick Kelly
2016-2017 Teaching Ambassador Fellow

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Office of Planning, Evaluation and Policy Development
U.S. Department of Education
(b)(6)
Office: (202) 453-5669

Categories Event, Jason Botel

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Kelly, Patrick <Patrick.Kelly@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject meet w/Jason
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:30 PM
Subject Political All Staff Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Breeding, Nathaniel <Nathaniel.Breeding@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Delahunty, Sarah <Sarah.Delahunty@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Henderson, Chelsea <Chelsea.Henderson@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Holden, Ronald <Ronald.Holden@ed.gov>	Required
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
James, David <David.James@ed.gov>	Required
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Kossack, Andrew <Andrew.Kossack@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Newman, Jessica <Jessica.Newman@ed.gov>	Required
Oberlies, Michael <Michael.Oberlies@ed.gov>	Required
Prescott, Jenny <Jenny.Prescott@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Required
	Sherman, Brandon <Brandon.Sherman@ed.gov>	Required
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Toner, Jana <Jana.Toner@ed.gov>	Required
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
	Viana, Jose <Jose.Viana@ed.gov>	Required
	Whitaker, Heather <Heather.Whitaker@ed.gov>	Required

Time 6:30 PM – 8:00 PM
Subject BDV-Political Time
Location -Carrie has address
Importance High
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Thursday, July 13, 2017

Time All Day
Subject Jerine OOO
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 8:00 AM – 2:00 PM

AMERICAN OVERSIGHT

Subject jason offsite
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, July 14, 2017

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 7/7/2017 until 7/28/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject Special Session: OESE Program Operations Meeting on FLSA
Location WDCFB6-3C100
Show Time As Busy

Colleagues—this meeting is a follow up to discuss recent guidance related to compliance with the FLSA, and how it may impact us in OESE. Colleagues from OGC and OHR have been invited as well to join our discussion. An agenda and materials will be uploaded to this meeting invitation, prior to the meeting. For those who must join remotely, please see the conference line information, below:

(b)(6)

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: Wednesday, July 12, 2017 12:11 AM
To: Chism, Monique; Hunter, Tina; Ramirez, Lisa; Esquith, David; Botel, Jason; Lyles, Sylvia; Rooney, Patrick; Miceli, Roberta; Hall, Marilyn; Garcia, Bernard; Rinkus, Christopher; Butler, James; Dickard, Norris; Kesner, Paul; Proctor, Tammy; Ramsey, Tara; Sweeney, Alexandra; Baggett, Madeline; Wells, Michael; Muhammad, Faatimah; Carr, Patrick; Siry, Melissa; Clark, Jane; Smith, Danielle; Jung, Britt; Curet-Rivera, Luz; Johnson, Patricia; Cantrell, David; Frost, Frances; Schmidt, Ashlee; Coley, Jerine; Coxen, Carrie; Johnston, Michael
Subject: Follow Up on FLSA Discussion

Colleagues,

I wanted to follow up as promised on our brief discussion concerning recent changes related to the Fair Labor Standards Act (FLSA). As it turned out, what I shared with you was consistent with the information that Tina received from OHR--but there is a lot of additional information to unpack--and I realize that the limited content and context I shared may have caused some confusion. The upside is that some of the answers to the questions I did not have the details to answer during the meeting, may actually offer better options than what I may have conveyed.

To be certain that we are providing the fullest context and accurate details about this issue, I am opening the first hour of Friday's Program Operations meeting to the entire CLT+, so that you can all hear the details, ask related questions, and receive any information that OHR is making available for general distribution. That meeting is on this Friday July 14, 2017 at 10:00 a.m. We have also invited representatives from OHR and OGC to attend, to be sure we have resources to answer the most technical questions or issues that may arise.

Related to the general message that Patrick asked that I send to employees (and to which I agreed), I have been asked to delay doing that just yet. However, we plan to discuss this with all employees (and their Union representatives) at the next All-Staff on Thursday, July 20th. For those needing to approve (or deny) additional time beyond the normal tour of duty this week, I am asking you to hold on doing so until after our meeting on Friday. If you have an urgent need that requires your decision prior to Friday, please contact Tina to discuss the specific circumstances, and I will consider exceptions.

Thank you,

Mw

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of

AMERICAN OVERSIGHT

Education
HYPERLINK "x-apple-data-detectors://16" 400 Maryland Avenue, SW |Room 3W314 | HYPERLINK "x-apple-data-detectors://17/0" Washington, DC 20202
Desk HYPERLINK "tel:(202)%20205-0167" (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov" mark.washington@ed.gov

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required

AMERICAN OVERSIGHT

Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Taylor, Michael <Michael.Taylor@ed.gov>	Required
Arguello, Jennifer <Jennifer.Arguello@ed.gov>	Optional
Mansfield, Stephanie <Stephanie.Mansfield@ed.gov>	Optional
Gray, Leslie <Leslie.Gray@ed.gov>	Optional
Woodley, Danita <Danita.Woodley@ed.gov>	Optional
Scannelli, Carol <Carol.Scannelli@ed.gov>	Optional
Cross, Chester (Contractor) <Chester.Cross@ed.gov>	Optional
Exeter, Kim <Kim.Exeter@ed.gov>	Optional
Steuerman, Mel (Contractor) <Mel.Steuerman@ed.gov>	Optional

AMERICAN OVERSIGHT

	Ward, Matthew <Matthew.Ward@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:30 PM
Subject NH Charter School Meeting
Location WDCFB6-7C101
Show Time As Busy

On May 24th, the White House Office of Political Affairs submitted a request for DED staffers to meet with a charter school delegation from New Hampshire to discuss the new administrations vision and policy towards charter schools and school choice, particularly in New Hampshire.

External Attendees include:

Patricia Humphrey, wife of former U.S. Senator Humphrey and founder of the Founders Academy Charter School; Maureen Mooney, Dean of the Founders Academy; and Matt Southerton, President of the NH Alliance for Public Charter Schools.

DED Attendees include:

Jason Botel, Ebony Lee, and Cody Reynolds

I will update this request accordingly with biographies and headshots for the external attendees.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Reynolds, Cody <Cody.Reynolds@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:00 PM – 1:30 PM
Subject Briefing on the Weighted Student Funding Study
Location Secretary's conference room -- OR -- Dial: 877-953-7960; Code: 268-6715
Show Time As Busy
Changed location

(b)(6)

Leader: 967-2984

Attendees

Name <E-mail>	Attendance
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Stullich, Stephanie <Stephanie.Stullich@ed.gov>	Required
Schak, Oliver <Oliver.Schak@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Greene, Matthew <Matthew.Greene@ed.gov>	Optional

Time 1:30 PM – 2:00 PM
Subject MEET: 1 MW-FLSA Briefing
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Lisa & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: Resubmission State Plans
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: Resubmission State Plans
Purpose: To discuss resubmission of state plans.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

AGENDA
- Tennessee issues:
  - Super subgroup
  - Use of science in academic indicator
  - Use of growth in ES/MS indicator
- CT scale score issues (also MA & VT)
- Conditional approval for NV & LA

TN FEEDBACK CALL

RECOMMENDATION FOR APPROVAL

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Sunday, July 16, 2017

Time 12:30 PM – 1:30 PM
Subject EVENT: Remarks-NNSTOY
Attachments OS Event Request Form_2017 Deputy Assistant Secretary.docx
Botel 2017 NNSTOY TPs.doc
Show Time As Busy
Event Name: EVENT: Remarks-NNSTOY
Format:
Date:
Location:

TALKING POINTS

EVENT REQUEST
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

	Johnston, Michael <Michael.Johnston@ed.gov>	Required

Monday, July 17, 2017

Time 9:30 AM – 10:00 AM
Subject meet w/Jason
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject TAF/PAF Meeting
Location Secretary's Conference Room (OS Managed)
Show Time As Busy

The full team of TAFs/PAFs will be in town next Monday and Tuesday (7/17-7/18) for their last gathering of their Fellowship year, and the team has expressed interest in seeing if it would be possible to meet with Jason and Ebony one final time. And in a completely ideal world, the team would love the chance to talk with them together- our conversation with them in February remains something Fellows reference back to as a great experience and conversation.

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Kelly, Patrick <Patrick.Kelly@ed.gov>	Required
Cadet, Jean-Paul <Jean-Paul.Cadet@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject Meeting with ExcelinEd
Location WDCFB6-7C101
Show Time As Busy

Hi Ebony,

I hope things are going well up there for you. I know from my colleagues how busy you are; however, I wanted to see if we could connect about the weighted student funding pilot authorized under ESSA. As you know, this is a huge opportunity for the Department to expand choice within school districts across the country. And, for the 2019-20 school year, the Department can open up this approach to all

AMERICAN OVERSIGHT

districts nationwide, as long as a significant majority of the pilots are successful by the end of the 2018-19 school year. So, this creates some urgency to open up the application process in time for the 2018-19 school year.

We have looked closely at the pilot language and would like to chat with you about how the Department can make the pilot extremely attractive to districts, whether there is additional money on the table or not.

We have also reached out to Jason Botel but haven't heard back from him yet. We could also speak with Christopher Rinkus or someone else you suggest, if you could provide the contact information.

At your convenience, can we please schedule a time to speak or meet?

Thanks very much,

Matthew

Matthew Joseph
Director, Education Funding Reform
ExcelinEd
HYPERLINK "mailto:MatthewJ@ExcelinEd.org"MatthewJ@ExcelinEd.org | 202.470.5625 (O) | (b)(6)
HYPERLINK "http://www.excelined.org/"www.ExcelinEd.org

Attendees:
Matthew Joseph
McKenzie Snow

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->Residence Inn Arlington
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject EVENT: Remarks-Public School Options-2017 Parent Advocacy Boot Camp
Location Residence Inn Arlington Capitol View Hotel-Potomac Ballroom
Attachments PSO_Agenda_7-17-17.pdf
OESE Event Request Form_PSO_7-17-17.docx
PSO_Botel_TalkingPoints_7-17-17.docx
Show Time As Busy

Event Name: EVENT: Remarks-Public School Options-2017 Parent Advocacy Boot Camp
Date: July 17th 12:30PM-1PM
Location: Residence Inn Arlington Capitol View Hotel-Potomac Ballroom
2850 South Potomac Avenue Arlington, VA 22202

AGENDA

ORIGINAL EVENT REQUEST

TALKING POINTS

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Transportation-Motor Pool Confirmed
Location Residence Inn Arlington--> LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: 2 MW Prep for OELA/Title III
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: 2 MW Prep for OELA/Title III
Purpose: To clarify OESE role on Title III and OELSA Request.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

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Time 2:00 PM – 2:30 PM
Subject MEET: Clearances
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject Reform Steering Committee
Location WDCFB6-2W240-20 (Managed)
Attachments Reform Steering Committee Meeting Agenda 7.13docx.docx
Show Time As Busy

AMERICAN OVERSIGHT

Rescheduled 7/13 meeting to 7/17.

Attendees	Name <E-mail>	Attendance
	McHugh, Erin <Erin.McHugh@ed.gov>	Organizer
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Navarro, Erica <Erica.Navarro@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Bergstrom, Peter <Peter.Bergstrom@ed.gov>	Required
	Kasior, Anna <Anna.Kasior@ed.gov>	Required
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Betka, Sue <Sue.Betka@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Carter, Denise <Denise.Carter@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
	Miller, Meredith <Meredith.Miller@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required

AMERICAN OVERSIGHT

	Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
	Brickman, Michael <Michael.Brickman@ed.gov>	Required
	Sherman, Brandon <Brandon.Sherman@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject MEET: GAO/OIG Corrective Actions
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: GAO/OIG Corrective Actions
Purpose: To talk about GAO/OIG corrective actions which OESE is involved in.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 4:30 PM – 5:30 PM
Subject MEET: 5-MW Follow Up On Waiver Timeline & Next Steps
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: 5-MW Follow Up On Waiver Timeline & Next Steps
Purpose: Discuss OESE timeline related to unpublished waivers, and proposed next steps.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

AMERICAN OVERSIGHT

Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject MEET: David & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Optional

Time 5:00 PM – 5:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:00 PM – 5:45 PM
Subject Weekly Senior Staff Meeting
Location Deputy Secretary's Office
Attachments Cabinet 30 Look Ahead Report Template.docx
Show Time As Busy

All – please note updated date and location for today's meeting.

(b)(6)

All: Please note the updated date/time for Senior staff.

AMERICAN OVERSIGHT

The included attachment is a report that is due to Cabinet Affairs every Tuesday. A portion of the weekly senior staff meeting will be discussing these topics. Please review the attachment, and come prepared with key items to be included in this week's report.

V/r,
Eric

Categories Red Category

Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Goad, Robert <Robert.Goad@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Toner, Jana <Jana.Toner@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Kissel, Adam <Adam.Kissel@ed.gov>	Required

AMERICAN OVERSIGHT

	James, David <David.James@ed.gov>	Required

Tuesday, July 18, 2017

Time 8:00 AM – 8:30 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:30 AM – 9:30 AM
Subject EVENT: GW Remarks
Location George Washington University School of Media and Public Affairs
Attachments GW Event Request.pdf
school-psychologists-qa-draft-ALL.docx
Botel 071817-NASP-Remarks.docx
Show Time As Busy
Event Name: EVENT: GW Remarks
Format: Informal Remarks; Questions
Date: July 18th 8:30AM-9:30AM
Location: George Washington University School of Media and Public Affairs

TALKING POINTS

Q&A

EVENT REQUEST FORM
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: EL & JB Follow Up
Location Ebony's Office
Attachments Comments Strategic Plan Priorities.pdf
Show Time As Busy

Meeting Name: MEET: EL & JB Follow Up
Purpose: To follow up on several items including:

DCL
JHU
Marcella's feedback
Parent-related objectives in strategic goals and supplemental priorities

COMMENTS STRATEGIC PLAN

https://usdedeop-my.sharepoint.com/personal/carrie_coxen_ed_gov/Documents/Email%20attachments/Comments%20Strategic%20Plan%20Priorities.docx?d=w78e5c29f877d43b3a20dc3d4 810ec799

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: 3 MW-Prep for OESE/Budget Service Meeting
Location Jason's Office 3W315
Importance High

AMERICAN OVERSIGHT

Show Time As Busy

Meeting Name: MEET: 3 MW-Prep for OESE/Budget Service Meeting
Purpose: To review relevant budget information and anticipated content with Jason.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Giusti, Alda <Alda.Giusti@ed.gov>	Required

Time 11:00 AM – 12:00 PM
Subject YOU ARE INVITED TO Student Art Exhibit Opening With Performances: Fairfax County Public Schools
Location U.S. Department of Education, LBJ Auditorium
Show Time As Tentative
objattph://"

objattph://"

Attendees

Name <E-mail>	Attendance
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Organizer
OCO All HQ Users <OCOAllHQUsers@ed.gov>	Required
OII All Users <OIIAllUsers@ed.gov>	Required
OS Employees only <OSEmployeesonly@ed.gov>	Required
OS Correspondence <OSCorrespondence@ed.gov>	Required
OS Exec Sec <OSExecSec@ed.gov>	Required
OS Immediate <OSImmediate@ed.gov>	Required
OS Intl Affairs <OUSPES/IA@ed.gov>	Required

AMERICAN OVERSIGHT

OS OET <OSOET@ed.gov>	Required
OESE Executive Office <OESEExecutiveOffice@ed.gov>	Required
OESE Indian Education <OESE_Indian_Education@ed.gov>	Required
OESE IAP Staff <IAP_Staff@ed.gov>	Required
OESE OAS <OESE_OAS@ed.gov>	Required
OESE OAI <OESEOAI@ed.gov>	Required
OESE OSHS <OESEOSHS@ed.gov>	Required
OESE OEL <OESEOEL@ed.gov>	Required
OESE OSS <OESEOSS@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->Renaissance Downtown
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject EVENT: Keynote OII Investing in Innovation Fund i3
Location Renaissance Downtown Hotel-999 9th Street NW
Attachments OESE Event Request Form- 2017 Investing in Innovation Fund (i3) Project Directors Meeting.docx
OII i3 BP for Botel.071817.docx
Botel 2017 OII i3.doc
Show Time As Busy

Event Name: EVENT: Keynote OII Investing in Innovation Fund i3
Format: Remarks, Q&A
Date: July 18th Noon -1PM
Location: Renaissance Downtown Hotel

BRIEFING PAPER

TALKING POINTS-CARRIE ADDED from Email at 9:53pm July 17

AMERICAN OVERSIGHT

EVENT REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Transportation-Motor Pool Confirmed
Location Renaissance Downtown-->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Jason & Mark OESE-DCA
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Title I Regulations-Part A
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Title I Regulations-Part A

AMERICAN OVERSIGHT

Purpose: To discuss potential changes to Title I, Part A Regs.
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Required

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Time 2:30 PM – 3:00 PM
Subject MEET: Jason and Monique OESE Discussion Time
Location Jason's Office 3W315
Show Time As Busy

Similar to the Coordinating Council on Juvenile Justice and Delinquency Prevention, according to 42 U.S. Code § 11312, membership on USICH includes "the Secretary of Education, or the designee of the Secretary."
They are asking who is designated to represent Sec. Devos when she cannot or does not attend a principal's meeting. For the Coordinating Council, the designee was normally the OESE political DAS, i.e. Jonathan Bryce normally served this role.
John King served as co-chair of USICH, so he more regularly attended the principals meeting. John is on leave or I would ask him who the designee was in years past.
Norris

Categories Green Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM

AMERICAN OVERSIGHT

Subject MEET: Next Steps Planning OESE-DCA
Location WDCFB6-3W336
Show Time As Busy

Meeting Name: MEET: Next Steps Planning OESE-DCA
Purpose: To discuss next steps in planning OESE-DCA improvements.
Location: WDCFB6-3W336

Conference Call Information Jason Botel:
(b)(6)

AGENDA
Please come prepared to talk about any data sets that would be useful in impacting change. Please speak with Monique Chism for more information J

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Smith, Charm <Charm.Smith@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Time 3:30 PM – 5:00 PM
Subject 2016 Teaching and Principal End of Fellowship Celebration
Location Secretary's Conference Room
Show Time As Busy

Dear Colleagues,

You are cordially invited to the end of the year celebration for the 2016 Teaching and Principal Fellows. This year's Fellows have conducted outreach to more than 12,000 people in all 50 states, led and supported the work of Teach to Lead, supported the work of POCs across the agency, contributed to ED's digital engagement through social media and the Teachers Edition, conducted Equity Labs, and continued the growth of the program.

This celebration is also a thank to the many staff at ED that have recognized the need for the Fellows' expertise in our work and have engaged in a variety of ways with these 10 impressive educators.

We hope you can join us for cake, music, and a send-off from ED Leadership. Please forward to anyone I may have missed.

Best,
Celeste

P.S. Let me know if you are interested in sharing any words about a Fellow during the celebration or are interested in bringing additional treats.

objattph://"

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Organizer
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Oberlies, Michael <Michael.Oberlies@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Cabell, Cynthia <Cynthia.Cabell@ed.gov>	Required

AMERICAN OVERSIGHT

Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Murray, Jacqueline L <Jacqueline.Murray@ed.gov>	Required
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required
Venard, Elaine <Elaine.Venard@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Smith, Charm <Charm.Smith@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Nguyen-Lam, Kimoanh <Kimoanh.Nguyen-Lam@ed.gov>	Required
Schneider, Diana <Diana.Schneider@ed.gov>	Required
Cunningham, Phavy <Phavy.Cunningham@ed.gov>	Required
McDonald, Jeff <Jeff.McDonald@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Allen, Sarah <Sarah.Allen@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Band, Michael <Michael.Band@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Wilson, Richard <Richard.Wilson@ed.gov>	Required
Woodall, Casandra <Casandra.Woodall@ed.gov>	Required
Wood, Paul <Paul.Wood@ed.gov>	Required
Hill, Paula <Paula.Hill@ed.gov>	Required

AMERICAN OVERSIGHT

Dowling, Maureen <Maureen.Dowling@ed.gov>	Required
McLaughlin, Maureen <Maureen.McLaughlin@ed.gov>	Required
Miller, Rebecca <Rebecca.Miller@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Toussaint, Monique <Monique.Toussaint@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Jasper, Carrie <Carrie.Jasper@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Rudder, Janine <Janine.Rudder@ed.gov>	Required
Caudillo, Emmanuel <Emmanuel.Caudillo@ed.gov>	Required
Greenwald, Evan <Evan.Greenwald@ed.gov>	Required
Wall, Jane <Jane.Wall@ed.gov>	Required
Hannestad, Katie <Katie.Hannestad@ed.gov>	Required
Tomaeno, Olivia <Olivia.Tomaeno@ed.gov>	Required
Jones, Medora <Medora.Jones@ed.gov>	Required
Tuia, Justis <Justis.Tuia@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Quesinberry, Elaine <Elaine.Quesinberry@ed.gov>	Required
Joseph, Denise <Denise.Joseph@ed.gov>	Required
Mould, Jim <Jim.Mould@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Browning, Andrea <Andrea.Browning@ed.gov>	Required

AMERICAN OVERSIGHT

Sheehan, Richard <Richard.Sheehan@ed.gov>	Required
Cooke, Geneise <Geneise.Cooke@ed.gov>	Required
Hoover, Joshua <Joshua.Hoover@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Robinson, Vicki <Vicki.Robinson@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Manalo, Alvin <Alvin.Manalo@ed.gov>	Required
Ashe, Anya <Anya.Ashe@ed.gov>	Required
Plourde, Kevin <Kevin.Plourde@ed.gov>	Required
Bates, Monica <Monica.Bates@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Required
Perez, Lizbeth <Lizbeth.Perez@ed.gov>	Required
Hill, Glinda <Glinda.Hill@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject BRIEFING: CSP ESSA DCL
Attachments CSP DCL -- ESSA Provisions 7.6 clean.docx
CSP DCL -- ESSA Provisions 7.6 track changes.docx
Show Time As Busy

CONTEXT FROM STEFAN

For our discussion at 4 pm, I am attaching the version of the DCL that I

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sent to Ebony and Bob on 7/6, as well as a version that retains some of the outstanding comments and edits from OGC (which will be topics for discussion at our meeting).

As I see it, the purpose of our discussion is to ensure that we have a shared understanding, prior to ED clearance, of the following: a) the flexibilities ED is offering; b) the process though which those flexibilities will be extended; and c) the timeline that ED will commit to for both issuance of the letter and, if necessary, processing state requests. Here are some initial questions for discussion:

Authorization: must this be accomplished through an amendment request or blanket approval?
Definitions: include in letter or separate template?
Is the waiver of the limitation of one subgrant necessary for new replication and expansion activities?
Should we also provide flexibility to extend subgrant periods to 5 years (CSP does not recommend)?

Thanks, and look forward to our discussion this afternoon.

MATERIALS FROM STEFAN

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Meeting- CSP ESSA DCL
Location WDCFB6-7C101
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Hi Ebony and Bob:
Attached is a draft of a DCL that Jason Botel requested OII prepare related to CSP. The purpose of the letter is to extend ESSA flexibilities to pre-ESSA grants, through an expedited grant amendment process. I shared the letter with OGC and Budget Services and their feedback is incorporated in the letter. There are still some issues and questions which remain, which include:
Authorization: must this be accomplished through an amendment request or blanket approval?
Definitions: include in letter or separate template?
Is the waiver of the limitation of one subgrant necessary for new replication and expansion activities?
Should we also provide flexibility to extend subgrant periods to 5 years (CSP does not recommend)?

To advance this forward, I recommend that we arrange a meeting

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with the two of you, OGC Cathy Grimes-Miller and Dennis Koeppel), and Budget Services (Bill Cordes and Kelly Rhoads), to resolve some of the remaining items. Following that meeting we should revise the letter and enter into clearance. Can each of you review this letter and let me know if you have any immediate questions or feedback? Should I schedule the meeting, or will someone from your team? In the meantime, please feel free to reach out if you have any questions or need clarification.

Stefan

Attendees	**Name <E-mail>**	**Attendance**
	Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
	Grimes-Miller, Cathy <Cathy.Grimes-Miller@ed.gov>	Required
	Huh, Stefan <Stefan.Huh@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Cordes, Bill <Bill.Cordes@ed.gov>	Optional
	Anderson, Margo <Margo.Anderson@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject EVENT: OSS-Equitable Access To Excellent Educators
Location LBJ-Room 1W126
Attachments July 18 Agenda 7.11.18 v.3.docx
July 18th Meeting_OESE Event Request Form- External.docx
July 18 Title II Meeting Registration.xlsx
July 18_Building State System to Support Equity_ State Presentations.pptx
OSS BP for Botel 071817.docx
Talking Points_Jason Botel_Title II meeting 071817.docx
Show Time As Busy

Event Name: EVENT: OSS-Equitable Access To Excellent Educators
Event Type: Closing Remarks in House LBJ
Date: July 18th 4:30PM-5PM
Location: LBJ-Room 1W126

AGENDA

AMERICAN OVERSIGHT

BRIEFING PAPER

TALKING POINTS

BUILDING STATE SYSTEM TO SUPPORT EQUITY –STATE PRESENTATIONS

EVENT REQUEST FORM

ATTENDEE LIST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Wednesday, July 19, 2017

Time All Day
Subject Convening on Systems of Support for Excellent Teaching and Leading
Location Barnard Auditorium
Attachments Draft Agenda 7-6.pdf
Educator Support Framework 6-27.pdf
Show Time As Busy

ED Colleagues,

On July 19th, the 2016 team of Teaching and Principal Ambassador Fellows will be hosting a capstone event for our Fellowship year. The Convening on Systems of Support for Excellent Teaching and Leading will seek to build on the Fellows' work this year through the development of a framework to assess the alignment of systems of support for educators to core principles that have been identified through outreach and research. The draft framework, which will be revised and developed throughout the day on the 19th, is attached.

The Fellows have worked with CCSSO on the development of the agenda (draft attached) for the day. Participants in the convening will include teachers and administrators that have worked on educator supports through Teach to Lead, representatives from Teach to Lead supporting organizations, and staff from several SEAs and LEAs.

We would love to have as much participation from staff at ED as possible throughout the day. This could simply involve stopping by Barnard to observe whatever part of the convening your schedule will allow, or, if you have available time, we would love to plug you into

AMERICAN OVERSIGHT

the work that is occurring during the event. If you are interested in joining a work group during the day, please let me know so we can plan accordingly in our planning.

Please let me know if you have any questions about the convening, and please feel free to send this calendar hold to anyone that you would like within ED.

Thanks so much, and the TAF/PAF team hopes to see you on the 19th!

Patrick

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Kelly, Patrick <Patrick.Kelly@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Avery, Tawanda <Tawanda.Avery@ed.gov>	Required
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required

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Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required
Malico, Melinda <Melinda.Malico@ed.gov>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Ryder, Jennifer <Jennifer.Ryder@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Hammer, Victoria <Victoria.Hammer@ed.gov>	Required
Caudillo, Emmanuel <Emmanuel.Caudillo@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miller, Rebecca <Rebecca.Miller@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Wall, Jane <Jane.Wall@ed.gov>	Required
Hannestad, Katie <Katie.Hannestad@ed.gov>	Required
Olivia Tomaeno <otomaeno@students.pitzer.edu>	Required

AMERICAN OVERSIGHT

Venable, Joshua <Joshua.Venable@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Required
Schneider, Diana <Diana.Schneider@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>	Required
Greenwald, Evan <Evan.Greenwald@ed.gov>	Optional
Whitaker, Heather <Heather.Whitaker@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
Anand, Supreet <Supreet.Anand@ed.gov>	Optional
Jasper, Carrie <Carrie.Jasper@ed.gov>	Required
Murray, Jacqueline L <Jacqueline.Murray@ed.gov>	Required
Smith, Charm <Charm.Smith@ed.gov>	Required
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Required
Sheehan, Richard <Richard.Sheehan@ed.gov>	Required
Vann, Angela <Angela.Vann@ed.gov>	Optional
Woodall, Casandra <Casandra.Woodall@ed.gov>	Optional
Reynolds, Cody (Cody.Reynolds@ed.gov) <Cody.Reynolds@ed.gov>	Optional
Knight, Henry <Henry.Knight@ed.gov>	Optional
Ahn, Ashley <Ashley.Ahn@ed.gov>	Optional

Time 9:30 AM – 12:30 PM
Subject Jason Off Site

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Show Time As	Busy
Categories	Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	1:00 PM – 2:00 PM
Subject	MEETING: Doctorial Ed Students Concordia U Irvine
Location	Secretary's Conference Room (OS Managed);
Attachments	Concordia meeting request .docx Concordia U List.xlsx Concordia University Irvine Doctoral Education Quick Facts.docx
Show Time As	Busy

Meeting Name: MEETING: Doctorial Ed Students Concordia U Irvine
Purpose: The purpose of the meeting is for doctoral students from Concordia University Irvine to hear first hand some of the current interests, policy actions, funding priorities and recommendations of the US Department of Education.
Date: July 19th 1PM-2PM
Location: Secretary's Conference Room

BACKGROUND ON CONCORDIA

MEETING REQUEST

PARTICIPANT LIST

Categories	Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
	Tripp, Katharine <Katharine.Tripp@ed.gov>	Required

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Time 1:30 PM – 2:00 PM
Subject RRTF OII Work Group
Location Bob's Office
Show Time As Busy

The purpose of the meeting is to review more deeply the list of guidance that OII would like to keep, modify, or rescind.
Adam has graciously volunteered to help with the POC "drill down effort". I also thought it would be helpful for Jason to participate for purposes of OESE-OII alignment.
Please let me know if you have any questions.

Thanks,
Bob

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 2:00 PM – 2:15 PM
Subject MEET: Patrick, Roberta & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject EVENT: Remarks: Convening Systems of Support-Excellent Teaching & Leading
Location LBJ-Barnard
Attachments Agenda for Convening on Systems of Support.pdf
Educator Support Framework 6-27.pdf
Educator Copy of Master Table Assignments.xlsx
Botel TPs 2017 Convening Systems of Support.docx
Show Time As Busy

AMERICAN OVERSIGHT

Event Name: EVENT: Remarks: Convening Systems of Support-Excellent Teaching & Leading
Date: July 19th 2:30PM-3PM
Location: LBJ-Barnard

AGENDA

TALKING POINTS

FRAMEWORK OF BEST PRACTICES IN EDUCATOR SUPPORTS

PARTICIPANTS

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 3:00 PM – 3:15 PM
Subject MEET: Sylvia & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

Time 3:15 PM – 4:00 PM
Subject MEET: Resubmitted State Plans
Location Jason's Office 3W315
Importance High
Attachments Decision memo_scale scores_v3.docx
ELP Further Explanation. Draft and Internal.pdf
TN BHN Excerpt.pdf
Show Time As Busy
Meeting Name: MEET: Resubmitted State Plans
Purpose: To discuss resubmission of state plans
Location: Jason's Office

Conference Call Information Jason Botel:

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(b)(6)

AGENDA

1. Scale scores in CT
2. Weighting of indicators in LA (in particular the ELP indicator)
3. Use of combined subgroups in TN (the state did not change this in the resubmitted plan)

MATERIALS

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Optional
	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
	Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
	Gervasio, Gabriella <Gabriella.Gervasio@ed.gov>	Optional
	Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
	Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional

Time 4:00 PM – 4:15 PM
Subject MEET: Marilyn & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category

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Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:15 PM – 4:45 PM
Subject MEET: 4 MW- FY17 Fiscal Overview
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: 4 MW- FY17 Fiscal Overview
Purpose: Review OESE fiscal (operations) activity as of 6/30/17
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Thursday, July 20, 2017

Time 7/20/2017 12:00 AM – 7/22/2017 12:00 AM
Subject JB Hotel Reservation
Location Four Points French Quarter 541 BOURBON STREET
Show Time As Free

FOUR POINTS FRENCH
541 BOURBON STREET
NEW ORLEANS LA 70130
US
(b)(6)

Categories Blue Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:00 AM – 10:00 AM
Subject Jason Off Site

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Show Time As	Busy
Categories	Blue Category
Attendees	**Name <E-mail>** — **Attendance**
	Botel, Jason <Jason.Botel@ed.gov> — Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov> — Required

Time	10:00 AM – 11:00 AM
Subject	OESE All Staff Meeting
Location	LBJ Barnard Auditorum
Attachments	OESE All Staff Meeting July 2017 v2.docx
Show Time As	Busy

Colleagues,

The next OESE All Staff meeting is scheduled for Thursday, July 20th from 10:00 – 11:00 am in the LBJ Barnard Auditorium. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
EDstream (http://edstream.ed.gov/webcast/Play/5a00d5f0d0a04fe590d4719d0b8c75901d)

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"lori.ahmady@ed.gov as soon as possible.

Future Meeting Dates. For planning purposes, dates and tentative dates for future OESE ESE All Staff events are on the calendar on the OESE SharePoint portal at

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https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

OESE All Staff Meeting July 2017 v2.docx

Agenda:

objattph://"

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	OESE All Users <_OESEAllUsers@ed.gov>	Required
	Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
	Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
	Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
	Rowan, Maria <Maria.Rowan@ed.gov>	Optional
	Henderson, Charles <Charles.Henderson@ed.gov>	Optional
	Joseph, Denise <Denise.Joseph@ed.gov>	Optional
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional
	Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
	Jung, Britt <Britt.Jung@ed.gov>	Optional
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
	Davis, Paulette <Paulette.Davis@ed.gov>	Optional
	Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
	Smith, Charm <Charm.Smith@ed.gov>	Optional
	Miles, Michele <Michele.Miles@ed.gov>	Optional
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional

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Booth, Lindsay <Lindsay.Booth@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Foy Moss, Rita <Rita.Foy.Moss@ed.gov>	Optional
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Hoffman, William <William.Hoffman@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Newman, Sarah <Sarah.Newman@ed.gov>	Optional
Weiss, Nathan <Nathan.Weiss@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional

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Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Fisher, Collette <Collette.Fisher@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Shackel, Erin <Erin.Shackel@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Rattler, Pat <Pat.Rattler@ed.gov>	Optional
Matthews, Lloyd <Lloyd.Matthews@ed.gov>	Optional
Kalnasy, Debbie <Debbie.Kalnasy@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Nelson, Terry <Terry.Nelson@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Little, Debra <Debra.Little@ed.gov>	Optional
Edwards, Jacqueline <Jacqueline.Edwards@ed.gov>	Optional
Johnson, Lynyetta <Lynyetta.Johnson@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Choudhary, Preeti <Preeti.Choudhary@ed.gov>	Optional
Richardson, Andre <Andre.Richardson@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional
Clark, Jane <Jane.Clark@ed.gov>	Optional
McKinney, Deshawn <Deshawn.McKinney@ed.gov>	Optional
Meyertholen, Patricia <Patricia.Meyertholen@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional

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Nataniel, Luis <Luis.Nataniel@ed.gov>	Optional
Belachew, Metasebia <Metasebia.Belachew@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Smith, Jamila <Jamila.Smith@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Optional
Patrick, Kelly <Kelly.Patrick@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Ruiz, Jose <Jose.Ruiz@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Carr, Steven <Steven.Carr@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional
Savage, Cindy <Cindy.Savage@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional

AMERICAN OVERSIGHT

Okahara, Kim <Kim.Okahara@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Manitaras, Carol <Carol.Manitaras@ed.gov>	Optional
Kirksey, Carla <Carla.Kirksey@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Didlo, Amie <Amie.Didlo@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional
Scattergood, Phyllis <Phyllis.Scattergood@ed.gov>	Optional
Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
Tripp, Katharine <Katharine.Tripp@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Frost, Frances <Frances.Frost@ed.gov>	Optional
Vazquez, Carlos <Carlos.Vazquez@ed.gov>	Optional
Stern, Jacob <Jacob.Stern@ed.gov>	Optional
Jaime, Ivonne <Ivonne.Jaime@ed.gov>	Optional
Dickard, Norris <Norris.Dickard@ed.gov>	Optional
Medley, Joy <Joy.Medley@ed.gov>	Optional

AMERICAN OVERSIGHT

	Wood, Tina <Tina.Wood@ed.gov>	Optional
	Spitz, Deborah <Deborah.Spitz@ed.gov>	Optional
	Hishikawa, Maria <Maria.Hishikawa@ed.gov>	Optional
	Berlack, Shae <Shae.Berlack@ed.gov>	Optional
	Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Optional
	Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional

Time 11:00 AM – 12:00 PM
Subject OESE Quarterly Budget Meeting
Location 5C100
Attachments ES Template Summary.xlsx
2019_budget_request_(non-it)_contract_for_oas_--06_29_17_rev_2019_3_11.docx
2019_budget_request_(non-it)_contract_for_oss_--06_29_17_rev_2019_3_11.docx
Budget Quarterly Meeting Agenda.docx
Funding Analysis_OESE_7.3.17.docx
fy2018_oese_revised_and_fy2019_bud_narr_06_23_17_v4_clean_w_chart_final_....docx
oese_workforce_analysis_questions_052417_w_jb_mw_edits_062017.jb.062917_....docx
OESE.pptx
Show Time As Tentative
CONFERENCE LINE
(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Duncan, Cynthia <Cynthia.Duncan@ed.gov>	Required
	Giusti, Alda <Alda.Giusti@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Kalnasy, Debbie <Debbie.Kalnasy@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required

AMERICAN OVERSIGHT

Taylor, Susan <Susan.Taylor@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Witherspoon, Elizabeth <Elizabeth.Witherspoon@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Optional
Hairfield, James <James.Hairfield@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:00 PM
Subject EVENT:Remarks-NASTID Annual Conference
Location JW Marriott-1331 Pennsylvania Ave NW
Attachments TP for Botel 072017.docx
Show Time As Busy

Meeting Name: EVENT:Remarks-NASTID Annual Conference
Format: Remarks
Date: July 20th 1PM
Location: JW Marriott-1331 Pennsylvania Ave NW

BRIEFING PAPER

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

Time	1:00 PM – 2:30 PM
Subject	RSFLG Senior Leaders Quarterly Meeting
Location	FEMA HQ | 500 C St. SW | Room M-01
Attachments	Agenda Senior Leader RSFLG Meeting.pdf Slides Senior Leader RSFLG Meeting.pdf
Show Time As	Tentative

Please see slides and agenda attached below:
Senior Leaders,
We would like to extend an official invitation to the second Recovery Support Function Leadership Group (RSFLG) Quarterly Meeting to take place on Thursday, July 20, from 1:00-2:30 p.m. at the Federal Emergency Management Agency (FEMA) Headquarters.
Mr. Corey Gruber, FEMA Acting Associate Administrator for the Office of Response and Recovery, will chair the meeting. Several topics slated to be presented for review and decision include an update on the Recovery Support Function Capability Enhancement Project (RSF CEP), Housing RSF highlights from the RSF CEP, and a discussion on supplemental disaster appropriations.
We are also pleased to share with you that our new FEMA Administrator, Mr. Brock Long, and the National Security Council's Senior Director for Resilience and Response Policy, Mr. Doug Fears, will attend and take this opportunity to address the RSFLG.
Senior Leaders are welcome to bring an additional guest to the meeting. Due to limited space, we ask that each Department or Agency RSVP by COB Tuesday, July 18th to HYPERLINK "mailto:RSFLG@fema.dhs.gov"RSFLG@fema.dhs.gov. Please note that if you or your Action Officer have already responded with the status of your D/A's representation, you do not need to do so a second time.
Read ahead materials will be distributed shortly. If you have any questions, please reach out to HYPERLINK "mailto:RSFLG@fema.dhs.gov"RSFLG@fema.dhs.gov.
Sincerely,
RSFLG Secretariat
Interagency Coordination Division
Recovery Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) HYPERLINK "mailto:RSFLG@fema.dhs.gov"RSFLG@fema.dhs.gov
klt

Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	RSFLG <rsflg@fema.dhs.gov>	Organizer
	'michael.thomas@treasury.gov' <'michael.thomas@treasury.gov'>	Required
	'janet.m.golrick@hud.gov' <'janet.m.golrick@hud.gov'>	Required

AMERICAN OVERSIGHT

Don Boyce <don.boyce@hhs.gov>	Required
'kdegraff@cns.gov' <'kdegraff@cns.gov'>	Required
'thompson.william.w@dol.gov' <'thompson.william.w@dol.gov'>	Required
Kolasky, Robert <robert.kolasky@hq.dhs.gov>	Required
'donna.oberry@dot.gov' <'donna.oberry@dot.gov'>	Required
'devon.streit@hq.doe.gov' <'devon.streit@hq.doe.gov'>	Required
'caraballo.mario@epa.gov' <'caraballo.mario@epa.gov'>	Required
'greg@nvoad.org' <'greg@nvoad.org'>	Required
'Brett Armstrong' <brett.armstrong@gsa.gov>	Required
'john.valliere@sba.gov' <'john.valliere@sba.gov'>	Required
''James McAtamney' <James.A.McAtamney@usdoj.gov>	Required
'dalvord@eda.gov' <'dalvord@eda.gov'>	Required
Byrne, Michael <michael.byrne@fema.dhs.gov>	Required
Gruber, Corey <Corey.Gruber@fema.dhs.gov>	Required
'O'Berry, Donna (OST)' <donna.o'berry@dot.gov>	Required
Coghlan, Glenn <Glenn.Coghlan@HQ.DHS.GOV>	Required
'Fleming, Mark J. EOP/NSC' <Mark_J_Fleming@nsc.eop.gov>	Required
'jason.botel@ed.gov' <'jason.botel@ed.gov'>	Required
''Steve Glomb - DOI' <steve.glomb@ios.doi.gov>	Required
Amparo, Alex <Alex.Amparo@fema.dhs.gov>	Required
'Turek, Susan A HQ' <Susan.A.Turek@usace.army.mil>	Required
Rickard, Wayne <Wayne.Rickard@fema.dhs.gov>	Required
Lucas, Anthony <anthony.lucas@hq.doe.gov>	Required

AMERICAN OVERSIGHT

Smith, Mark (ED-Recovery) <Mark.Smith@redcross.org>	Required
Douglas.M.Fears@nsc.eop.gov <Douglas.M.Fears@nsc.eop.gov>	Required
steve_glomb@ios.doi.gov <steve_glomb@ios.doi.gov>	Required
Lowe, Lynda <llowe@eda.gov>	Required
RenaHolland (HUD) <rena.d.Holland@hud.gov>	Required
French,Katrina <KFrench@cns.gov>	Required
Snidar.Carrie@dol.gov <Snidar.Carrie@dol.gov>	Required
Bryan Arroyo <bryan_arroyo@ios.doi.gov>	Required
'monique.chism@ed.gov' <'monique.chism@ed.gov'>	Optional
Hoffman, Sydney <sydney.hoffman@fema.dhs.gov>	Optional
'michaela_noble@ios.doi.gov' <'michaela_noble@ios.doi.gov'>	Optional
Bennett, Gerilee <Gerilee.Bennett@fema.dhs.gov>	Optional
Campbell, Matt <Matt.Campbell@fema.dhs.gov>	Optional
''John Ferris' <ferris.john@epa.gov>	Optional
'Kenneth.Buell@hq.doe.gov' <'Kenneth.Buell@hq.doe.gov'>	Optional
''Mark Roupas' <mark.s.roupas@hq02.usace.army.mil>	Optional
'Bryan Borlik' <Bborlik@eda.gov>	Optional
'James.ThomasII@treasury.gov' <'James.ThomasII@treasury.gov'>	Optional
Vick, Hannah <Hannah.Vick@fema.dhs.gov>	Optional
Tennyson, Stephanie <stephanie.tennyson@fema.dhs.gov>	Optional
'scott.canty@treasury.gov' <'scott.canty@treasury.gov'>	Optional

AMERICAN OVERSIGHT

'deborah.hill@dm.usda.gov' <'deborah.hill@dm.usda.gov'>	Optional
'joshua.barnes@hhs.gov' <'joshua.barnes@hhs.gov'>	Optional
'madeline.sullivan@ed.gov' <'madeline.sullivan@ed.gov'>	Optional
''Walt Weatherington' <Weatherington.Walt@dol.gov>	Optional
Brumfield, Tyrone (OGA) <tyrone.brumfield@associates.fema.dhs.gov>	Optional
Gambill, Sarah <Sarah.Gambill@hq.dhs.gov>	Optional
'Jamie Clark - DOE' <jamie.clark@hq.doe.gov>	Optional
''Kim Harriz - DOI' <Kim_Harriz@ios.doi.gov>	Optional
'goldbloom-helzner.david@epa.gov' <'goldbloom-helzner.david@epa.gov'>	Optional
''Bernie Minakowski' <bernie.minakowski@gsa.gov>	Optional
'wooda@usa.redcross.org' <'wooda@usa.redcross.org'>	Optional
'ken.lord@dot.gov' <'ken.lord@dot.gov'>	Optional
Oliver, Stephen <Stephen.Oliver@fema.dhs.gov>	Optional
Tarleton, Patrick <Patrick.Tarleton@fema.dhs.gov>	Optional
Snow, Christopher <christopher.snow@fema.dhs.gov>	Optional
Taylor, Kathryn <kathryn.taylor.2@fema.dhs.gov>	Optional
'debra.a.colter@usace.army.mil' <'debra.a.colter@usace.army.mil'>	Optional
'Hill, Deborah - DM' <Deborah.Hill@dm.usda.gov>	Optional
'Barnes, Joshua (OS/ASPR/OEM)' <Joshua.Barnes@hhs.gov>	Optional
'Roupas, Mark S CIV USARMY USACE (US)' <Mark.S.Roupas@usace.army.mil>	Optional

AMERICAN OVERSIGHT

'Goldbloom-Helzner, David' <Goldbloom-Helzner.David@epa.gov>	Optional
'lajuan_randolph@ios.doi.gov' <'lajuan_randolph@ios.doi.gov'>	Optional
'Linsky, Scott - DM' <Scott.Linsky@dm.usda.gov>	Optional
'Fantinato, Jessica (OS/ASPR/OEM)' <Jessica.Fantinato@hhs.gov>	Optional
'Franklin, DeShaunta M' <DeShaunta.M.Franklin@hud.gov>	Optional
'erica.chapman@hhs.gov' <erica.chapman@hhs.gov>	Optional
'pbell@eda.gov' <pbell@eda.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
DeGraff, Kelly <KDeGraff@cns.gov>	Optional
Thompson, William W. - ETA <thompson.william.w@dol.gov>	Optional
Greg Forrester <greg@nvoad.org>	Optional
Hodges-Baugh, Wendy (CTR) <wendy.hodges-baugh@associates.fema.dhs.gov>	Optional
Lee, Alicia <Alicia.Lee@fema.dhs.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Caraballo, Mario <Caraballo.Mario@epa.gov>	Optional
Buell, Kenneth <Kenneth.Buell@hq.doe.gov>	Optional
Michaela Noble <michaela_noble@ios.doi.gov>	Optional
Turi, Keith <Keith.Turi@fema.dhs.gov>	Optional
Lynott, Doug (Federal) <dlynott@eda.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional

AMERICAN OVERSIGHT

	Jones, Sharmine <Sharmine.Jones@hq.dhs.gov>	Optional
	O'Connor, Mike - DM <mike.oconnor@ocio.usda.gov>	Optional
	Alvord, Dennis (Federal) <DAlvord@eda.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject Transportation
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Identifying Agencies and External Stakeholder Groups to Execute the K12 Provision in the HBCU EO
Location Jason's Office 3W315
Attachments Presidential Executive Order on The White House Initiative to Promote Excell.pdf
Show Time As Busy

Meeting Name: MEET: Identifying Agencies and External Stakeholder Groups to Execute the K12 Provision in the HBCU EO
Purpose: Which agencies have MBK-related programs; K12 external stakeholders whom we should engage re the HBCU EO
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Executive Order
objattph://"

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required

Time 4:15 PM – 5:00 PM
Subject Transportation
Location LBJ-->LEE
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 5:00 PM – 5:45 PM
Subject EVENT: LEE Summer Fellows Event
Location Leadership for Educational Equity -1805 7th Street NW, 6th Floor Washington, DC 20001
Attachments OESE Event Request Form- External.docx
Copy of 7.20 LEE DC Botel Event Registration Names and Roles (002).csv
Run of Show_DC_PolicyReception2017.doc
Botel TPs LEE.docx
Show Time As Busy

Name of Event: EVENT: LEE Summer Fellows Event
Date: July 20th 6PM-8PM
Location: Leadership for Educational Equity
1805 7th Street NW, 6th Floor Washington, DC 20001
Purpose: Annual event to connect TFA alumni and Lee members working in various fellowship placements in policy and advocacy roles.

Format: Informal Remarks 15 mins
Q&A 30 Mins

AGENDA
OESE Event Request Form- External.docx
EVENT REQUEST FORM
Botel TPs LEE.docx
ATTENDEES
objattph://"
objattph://"

Categories Purple Category

Attendees	**Name <E-mail>**	**Attendance**
	McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 5:30 PM – 6:30 PM
Subject Transportation
Location LEE-->DCA
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 7:25 PM – 10:05 PM
Subject DEPARTURE 7:25 PM Local Time (DCA) - Southwest Airlines, Flight 3936 (DCA - MSY)
Location Flight 3936 (DCA - MSY)
Show Time As Busy

Southwest Airlines
Flight 3936
Washington (DCA) to New Orleans (MSY)
Depart: Jul 20 at 7:25 PM (local time) -EASTERN
Arrive: Jul 20 at 9:05 PM (local time) -CENTRAL
Airline Confirmation: Southwest Airlines: MLGO24
Sabre Record Locator: FYSWZQ

Click the following link to complete the online check-in for this flight 24 hours before departure time.
http://ems.sabre.com/mobile-redirect/redirect?airline=WN&pnr=MLGO24&lastName=B otel
The subject line displays the actual (local) time at point of departure.
The calendar entry is based on your time zone configuration.

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Friday, July 21, 2017

Time All Day
Subject jason in NOLA to speak at conference
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time All Day
Subject Monique AWS Day - OOO
Location OOO
Show Time As Free
Categories Blue Category

Attendees **Name <E-mail>**	**Attendance**
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

AMERICAN OVERSIGHT

Time 8:00 AM – 8:30 AM
Subject RUN Of Events NOLA
Show Time As Busy

SEQUENCE OF EVENTS:
8:00-8:30 AM Breakfast with State Superintendent White (Location: Ruby Slipper Cafe, 200 Magazine Street)

9:00-10:00 AM Session on Communications and Stakeholder Engagement

9:15-9:45 AM Private meeting with Governor Wise, Vice President Lovell, and Director Dworkin re: Lovell's Congressional testimony on ESSA
(Location: meet just outside event hotel's ballroom and find quiet place to chat)

10:00-10:30 AM Session on So You Submitted Your ESSA Plan, Now What?

10:30-10:45 AM Break

10:45-10:50 AM Governor Wise introduces YOU

10:50-11:05 AM YOU deliver remarks

11:05-11:25 AM YOU participate in Q&A with state leaders moderated by Governor Wise

11:25-11:30 AM Governor Wise closes Q&A and offers YOU an opportunity for closing remarks

11:30 AM Depart for MSY

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 7/7/2017 until 7/28/2017 from 9:00 AM to 9:30 AM
Show Time As Busy

AMERICAN OVERSIGHT

[X]

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 10:00 AM
Subject MEETING: Breakfast-John White
Location The Ruby Slipper Cafe - 200 Magazine St, New Orleans, LA 70130, United States
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 10:15 AM – 10:45 AM
Subject Meeting with Wise & Lovell
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 11:30 AM – 12:30 PM
Subject EVENT: Remarks: Deeper Learning in ESSA - Wise
Location New Orleans-Central Time 10:45AM Speaking
Attachments Deeper Learning in ESSA Event Request.docx
NOLA Agenda.docx
NOLA Participants.xlsx
PhillipLovellWrittenTestimony-Final.pdf
State Feedback Tables.pdf
Botel TPs Deeper Learning in ESSA.docx
07.21.17 - Deeper Learning in ESSA Implementation and School Intervention Convening-UPDATED.docx
Show Time As Busy
Event Name: EVENT: Remarks: Deeper Learning in ESSA - Wise
Format: Remarks
Date: July 21st 10:45AM Central Time

AMERICAN OVERSIGHT

Location: J. W. Marriott Hotel New Orleans
Ballroom (Ile de France II and III), Third Floor
614 Canal Street
New Orleans, LA 70130

AGENDA-Jason will speak at 10:45AM Central

BRIEFING PAPER

TALKING POINTS-JB EDITED LARGE PRINT

STATE FEEDBACK

PARTICIPANTS

LOVELL TESTIMONY

EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Optional

Time 2:05 PM – 6:35 PM
Subject DEPARTURE 1:05 PM Local Time (MSY) - Southwest Airlines, Flight 3673 (MSY - DCA)
Location Flight 3673 (MSY - DCA)
Show Time As Busy

Southwest Airlines
Flight 3673
New Orleans (MSY) to Washington (DCA)
Depart: Jul 21 at 1:05 PM (local time) CENTRAL
Arrive: Jul 21 at 6:35 PM (local time) EASTERN

AMERICAN OVERSIGHT

Airline Confirmation: Southwest Airlines: MLGO24
Sabre Record Locator: FYSWZQ

Click the following link to complete the online check-in for this flight 24 hours before departure time.
http://ems.sabre.com/mobile-redirect/redirect?airline=WN&pnr=MLGO24&lastName=B otel
The subject line displays the actual (local) time at point of departure.
The calendar entry is based on your time zone configuration.

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 3:30 PM – 5:00 PM
Subject K-12 and School Choice (materials attached)
Location 5C100 and Conference Line
Attachments 2019 POC budget ideas form-Final_EIR_170630.docx
2019 POC budget ideas form-OESE BIE Choice.docx
2019 POC budget ideas form-OESE IAS resource allocation.docx
2019 POC budget ideas form-OII SSC.docx
OSERS 2019 POC budget ideas form-CWD Choice 7-7-17.docx
OSERS-2019 POC budget ideas - Opioid Exposure 7-7-17.docx
OSERS-2019 POC budget ideas form-Apprenticeships in VR 7-7-17.docx
OSHS 2019 budget proposals (1).docx
2019 POC budget ideas form - Data and Evidence - v07072017.docx
19 Agenda_K-12.docx
Show Time As Tentative

2019 POC budget ideas form-OESE BIE Choice.docx 2019 POC budget ideas form-OII SSC.docx OSERS-2019 POC budget ideas - Opioid Exposure 7-7-17.docx OSHS 2019 budget proposals (1).docx 19 Agenda_K-12.docx objattph://" objattph://" objattph://" objattph://" objattph://"

CONFERENCE LINE
1-866-564-6102
Leader Code: 9403247 (DO NOT SHARE)
Participant Code: 9032797

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Stanton, Craig <Craig.Stanton@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Miller, Meredith <Meredith.Miller@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required

Monday, July 24, 2017

Time 9:30 AM – 10:30 AM
Subject Meet with Jason & Ebony re ESSA Feedback
Location 7W315 Ebony will be called at 202-230-4665
Attachments ESSA Feedback Briefing.docx
Secretary Approval or Disapproval ESSA Language.pdf
Secretary Prohibitions ESSA Language.pdf
Examples of Revisions Ebony and Jason made to initial feedback drafted b....docx
OESE's responses to Hill feedback re state plan letters.xlsx
Show Time As Busy
Ebony will be called at 202-230-4665

Josh – I am very sorry for how long this took. Attached and pasted below is the agenda that Ebony and I would like to follow when we brief you. The other attachments are in the order of the agenda.

Eric – can you please schedule time for Ebony, Josh and me for as soon as Josh can review the materials? I am happy to move around anything I can to have this conversation

ESSA Feedback Briefing

ESSA's requirements of the Secretary regarding Approval and Disapproval of State Plans

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ESSA's Prohibitions regarding the Secretary's authority

Examples of revisions Ebony and Jason made to initial feedback drafted by staff

Hill staff's concerns and our subsequent dialogues

Spreadsheet of all their feedback, our responses and their subsequent feedback

Of 25 instances in which they gave us feedback, they ultimately expressed acceptance of our decisions in 18 instances

How should we present this information to the Secretary?

Examples of Revisions Ebony and Jason made to initial feedback drafted b....docx Secretary Approval or Disapproval ESSA Language.pdf objattph://" objattph://" objattph://"

Categories Red Category

Attendees

Name <E-mail>	**Attendance**
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 10:30 AM – 11:30 AM
Subject MEET: Organizational Leadership & PD
Location WDCFB6-3C100
Show Time As Busy

Meeting Name: MEET: Organizational Leadership & PD
Purpose: To discuss organizational leadership priorities and professional development.
Location: WDCFB6-3C100

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Conference Call Information Jason Botel:

(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
	Randall, Valerie <Valerie.Randall@ed.gov>	Required
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
	Dickard, Norris <Norris.Dickard@ed.gov>	Required
	Kesner, Paul <Paul.Kesner@ed.gov>	Required
	Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
	Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov)	Required

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<roberta.miceli@ed.gov>	
Wells, Michael <Michael.Wells@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Schmidt, Ashlee (Ashlee.Schmidt@ed.gov) <Ashlee.Schmidt@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource

Time	11:15 AM – 12:15 PM
Subject	State Plan Briefing
Location	Office of the Secretary
Show Time As	Busy
	NOTE: Ebony will call in
Categories	Red Category

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Lee, Ebony <Ebony.Lee@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject MEET: David James & Jason
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
James, David <David.James@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: Reform Steering 1
Location Jason's Office 3W315
Importance High
Show Time As Busy
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Araujo, Liza <Liza.Araujo@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required

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	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Debrief Sec Meeting w/ USVI Gov Mapp
Location Jason's Office 3WE315
Show Time As Busy

Meeting Name: MEET: Debrief Sec Meeting w/ USVI Gov Mapp
Purpose: To debrief from Secretary and Jason's meeting with USVI Gov. Mapp.
Location: Jason's Office

>USVI interested in RFP [as it relates to 3rd party intervention] regarding fiduciary scope to train USVI folks to manage USVI budget without 3rd party intervention.

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Maestri, Phil <Phil.Maestri@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Briefing with Mark Berends and Joe Waddington
Location Secretary's Conference Room (OS Managed)
Attachments RJW_CV_170625.pdf
Mark Berends Vita 2017(2).pdf
Show Time As Busy

Hello! Please join us for a briefing with Mark Berends and Joe Waddington on their recent paper "Impact of the Indiana Choice Scholarship Program: Achievement Effects for Students in the Upper Elementary and Middle School." Attached are their résumés and below is a link to the paper.

Given that seating is limited, please reach out to Joe and Erin if you

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would like to invite others to the briefing. Thank you!

http://creo.nd.edu/images/people/Waddington__Berends_Indiana_Voucher_Impacts_06.24.17.pdf

Attendees	Name <E-mail>	Attendance
	McHugh, Erin <Erin.McHugh@ed.gov>	Organizer
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Venable, Joshua <Joshua.Venable@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Betka, Sue <Sue.Betka@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Brock, Thomas <Thomas.Brock@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Menashi, Steven <Steven.Menashi@ed.gov>	Required
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
	Huh, Stefan <Stefan.Huh@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Optional
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Optional
Meeley, Kathryn <Kathryn.Meeley@ed.gov>	Optional
Churchwell, Nikki <Nikki.Churchwell@ed.gov>	Optional
Birky, Levi <Levi.Birky@ed.gov>	Optional
Terpak, Kelly <Kelly.Terpak@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Davis, Martha <Martha.Davis@ed.gov>	Optional
Hammer, Victoria <Victoria.Hammer@ed.gov>	Optional
Lee, Erica <Erica.Lee@ed.gov>	Optional
Oberlies, Michael <Michael.Oberlies@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
Cordes, Bill <Bill.Cordes@ed.gov>	Optional
Carter, Denise <Denise.Carter@ed.gov>	Optional
McKinney, Deshawn <Deshawn.McKinney@ed.gov>	Optional
Stanton, Craig <Craig.Stanton@ed.gov>	Optional

Time 3:00 PM – 3:30 PM
Subject MEET: Bernard & Jason
Location Jason's Office 3W315
Importance High
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Time 3:30 PM – 4:00 PM
Subject MEET: BIE Follow Up
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: BIE Follow Up
Purpose: To work on BIE follow up.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: Thomas Complaint
Location Jason's Office 3W315
Attachments Thomas Complaint.pdf
Show Time As Busy

Meeting Name: MEET: Thomas Complaint
Purpose: To discuss Thomas Complaint. NYSED decisions.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

BRIEFING MATERIALS

CONTEXT
From: Anderson, Michael (OGC)
Sent: Wednesday, June 28, 2017 4:59 PM

AMERICAN OVERSIGHT

To: Chism, Monique
Cc: Rooney, Patrick
Subject: Michael Thomas v. Department of Education

Hi Monique:

I've already mentioned this to Patrick, but I also wanted to alert you that Michael Thomas has filed a lawsuit related to the Department's decision in response to his requests for discretionary review of the New York State Education Department's (NYSED's) resolution of three complaints filed by Mr. Thomas regarding compliance with Title I schoolwide program requirements in a New York City high school. As you may recall, Mr. Thomas submitted three separate requests for discretionary review of NYSED decisions regarding allegations that the Manhattan Center for Science and Mathematics (MCSM) was not in compliance with certain requirements applicable to schoolwide programs under Title I, including the schoolwide supplement not supplant requirement. Because all three complaints involved similar issues at MCSM, we consolidated the appeals and ultimately issued a decision in June 2016. Shortly thereafter, NYSED contacted us indicating that the Department had previously issued a decision in one of the complaints (it appears this went into OESE clearance in error). As result, we made the decision to withdraw the portion of the June 2016 that addressed that particular complaint. This was done via letter to the parties in February 2016. In his lawsuit, filed in the U.S. District Court for the Southern District of New York, Mr. Thomas asserts that the Department's decision was arbitrary and capricious. (See the attached complaint for more information.) I note that he has brought this case pro se (i.e., he is representing himself).

We now have 60 days from the date of service (which we've determined is June 23 based on the date the U.S Attorney's office was served) to respond to the complaint though we may ask for additional time to respond given vacation schedules over the summer. Regarding the Department's response, I have had preliminary discussions with Ellen Blain, the Assistant U.S. Attorney assigned to this case, about potential motions to dismiss. At this point, no immediate action is required and I understand that you currently are on vacation (enjoy!). Once you return to the office, however, it may make sense to brief Jason on this matter. In the meantime, I will be sending litigation holds to you and others that may have records relevant to this matter, which is standard practice in any litigation.

As always, don't hesitate to let me know if you have any questions or would like to discuss anything related to this matter.

Thanks,
Mike

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject MEET: DeShawn & Alejandra-Choice
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: DeShawn & Alejandra-Choice
Purpose: To discuss choice-Mark's request.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
McKinney, Deshawn <Deshawn.McKinney@ed.gov>	Required
Morales, Alejandra <Alejandra.Morales@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, July 25, 2017

Time 7/25/2017 12:00 AM – 8/1/2017 12:00 AM
Subject Patrick & Roberta Annual Leave
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

AMERICAN OVERSIGHT

	Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEET: OII All Staff
Location LBJ-Banard
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:15 AM – 11:00 AM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->EEOB
Show Time As Busy
(b)(6)
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:00 AM – 12:00 PM
Subject MEETING: OMB ESSA
Location EEOB 238
Show Time As Busy

Meeting Name: MEETING: OMB ESSA
Purpose: To discuss ESSA-looking ahead.
Date: July 25th 11AM-Noon
Location: EEOB 238

CONTEXT
Here are some questions we have – we thought it might help to send them in advance. –Mary Cassell

Content of the state plans
What are the areas where ED is most concerned? And most satisfied?
How well have States demonstrated that their accountability systems will not mask the outcomes of disadvantaged subgroups of students

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(e.g. through the use of super subgroups, average scale scores, or ratings that don't include the performance of individual subgroups)?
What have been the challenges in determining how well States are planning to support their lowest performing schools?

Looking ahead
How is ED incorporating lessons learned for the second round in September?
What are the plans for ongoing technical assistance?
Has ED determined what (if any) additional guidance it plans on releasing?

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
CHRISTINE.B.CALLAGHAN@WHO.EOP.GOV <CHRISTINE.B.CALLAGHAN@WHO.EOP.GOV>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Transportation-Motor Pool Confirmed
Location EEOB-->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Cross Agency Proposals
Location 5W313 and Conference Call
Show Time As Busy

CONFERENCE LINE

(b)(6)

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Restructuring Indian Education for Better Outcomes
Issue: Briefly describe the issue you want to address, including all agencies affected.
The current Federal approach to Indian Education, which involves complex relationships among students and families, schools, Local Education Agencies, State Education Agencies, Tribal governments, the Department of the Interior, and the Department of Education, is failing to prepare Native American students for college or career success.
There are more than 47,000 students across the Bureau of Indian Education (Department of Interior) system, which includes 130 Tribally-operated schools and 53 Bureau-operated schools. The schools managed by BIE perform at very low levels, and fulfilling ED's responsibilities vis a vis BIE is much more cumbersome than fulfilling its responsibilities vis a vis SEAs.
What: Briefly describe options you see to address the issue and the outcomes you would hope to achieve.
In order to empower Tribes to lead their students to achieve at higher levels and in order to make the federal government's work related to education with Tribal communities more efficient and effective, we propose partnering with Tribes to establish a non-federal entity that serves the role of an SEA for all Tribally managed schools and then transferring to Tribes the management of all schools currently managed by BIE.

Proposal Title: Reform the Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program
Issue: Briefly describe the issue you want to address, including all agencies affected.
Though Congress made some improvements in the U.S. Department of Labor's (DOL's) $873 million youth program with the enactment of WIOA in 2014, additional reforms are needed to eliminate duplication, reduce administrative costs, improve the program's management, and deliver better value for American taxpayers by transferring the program to the U.S. Department of Education (ED).
What: Briefly describe options you see to address the issue and the outcomes you would hope to achieve.
Our proposed reforms would focus the program exclusively on out-of-school youth (OSY), remove local boards from the administration of the program, reduce the amounts spent on administrative costs, and transfer the program to ED. These reforms are intended to increase the amount of funds available to serve OSY and improve the program's performance.

Proposal Title: Reinvest Funds for the Reintegrating Ex-Offenders Program in Adult Ed and Postsecondary Technical Education for Incarcerated Adults
Issue: Briefly describe the issue you want to address, including all agencies affected.
A random assignment evaluation published in December 2016 concluded that the U.S. Department of Labor's (DOL's) $88 million Reintegration of Ex-Offenders (RExO) program (also known as Reentry

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Employment Opportunities or REO) was ineffective, finding that the program had no impact on recidivism or the labor market outcomes of participants. We recommend redirecting funds appropriated for this program to a new program administered by the Office of Correctional Education in the U.S. Department of Education (ED) that would provide adult education and postsecondary technical education to offenders immediately prior to and following their release.

Attendees	**Name <E-mail>**	**Attendance**
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Cassell, Mary I. EOP/OMB <Mary_I._Cassell@omb.eop.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required
	Gray, John W. EOP/OMB <John.W.Gray@omb.eop.gov>	Required
	Wyman, Bertram J. EOP/OMB <Bertram_J_Wyman@omb.eop.gov>	Required
	Ford, Kim R. <Kim.Ford@ed.gov>	Required
	Miller, Meredith <Meredith.Miller@ed.gov>	Required
	McHugh, Erin <Erin.McHugh@ed.gov>	Required
	Derbes, Catherine A. EOP/OMB <Catherine_A_Derbes@omb.eop.gov>	Optional

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Time	2:00 PM – 3:00 PM
Subject	MEETING: School Social Work Assoc of America
Location	WDCFB6-3W336
Attachments	Role of School Social Worker.pdf School-Vouchers_7 5 17 FINAL.doc SSWAA Brief.docx
Show Time As	Busy
	Meeting Name: MEETING: School Social Work Assoc of America

AMERICAN OVERSIGHT

Date: July 25th
Location: WDCFB6-3W336
Purpose: To learn more about key staff in US Public Schools and understand their role in addressing barriers to academic success.

1) Dr. Jim Raines, President, SSWAA; professor of social work, California State University Monterey Bay.
2) Anne McInerney, Past President, SSWAA; Homeless Liaison, St. Paul (MN) Public Schools.
3) Christy McCoy, Secretary, SSWAA, School socia worker, Agape HS (alternative learning program for pregnant/parenting teens), St. Paul Public Schools.
4) Rebecca Oliver, Executive Director, SSWAA
5) Myrna Mandlawitz, Esq., Director of Government Relations, SSWAA.

PROVIDED MATERIALS

Can also check out our website at HYPERLINK "http://www.sswaa.org" www.sswaa.org.

FACT SHEET BRIEF

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Chism, Monique <Monique.Chism@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required

Time 2:45 PM – 4:15 PM
Subject FY 2019 Budget Submission
Location Secretary's Conference Room (OS Managed)
Attachments FY 2019 Budget Submission to OMB 7_24_2017_230pm.pptx
Show Time As Busy
objattph://"
Categories Red Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Byrd-Johnson, Linda <Linda.Byrd-Johnson@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 4:30 PM – 5:00 PM
Subject MEET: ESSA State Plan Meeting
Location WDCFB6-3C100
Importance High
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource

Wednesday, July 26, 2017

Time 9:15 AM – 9:45 AM
Subject MEETING: Dan Domenech
Location LBJ-Jason's Office 3W315
Attachments Visiting LBJ.pdf
Show Time As Busy

Meeting Name: Dan & Jason

AMERICAN OVERSIGHT

Date: July 26th 9:15AM-9:45AM
Location: LBJ-Jason's Office 3W315

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW. Once you enter the building, first pass through security and then ask the front desk to call OESE Front Desk (401-0113) and I will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Domenech, Daniel <ddomenech@aasa.org>	Required
tbarbara@aasa.org <tbarbara@aasa.org>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 9:45 AM – 10:00 AM
Subject PHONE CALL: IL Superintendent Tony Smith
Location Jason WILL CALL Superintendent Smith at 312-590-2682
Importance High
Show Time As Busy

IL should have representatives on the TA call with OSS that can speak to:

-Title 1, Part A (specifically grad rate, academic achievement & ELP indicators, consistent underperforming schools, and disproportionate access to educators)
-Title 1, Part C (migratory children)
-Title 1, Part D (at-risk youth)
-Title 4, Part B (21st Century schools)
-McKinney-Vento

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 10:00 AM – 10:25 AM
Subject Transportation-Motor Pool Confirmed
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

Time 10:25 AM – 12:00 PM
Subject MEETING: Alexander & Foxx
Location S-303
Show Time As Busy

Meeting Name: MEETING: Alexander & Foxx

Location/Date:
10AM Depart LBJ
10:25AM Kathleen and Jason will arrive at Dirksen 455 to meet Peter
10:45AM-11AM Peter will escort Kathleen and Jason to Alexander's hideaway S-303
11AM-Noon Kathleen and Jason will meet with Senator Alexander & Congresswoman Foxx in S-303
Noon-12:15PM Depart Senate

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Meeting with National Writing Project
Location WDCFB6-6C101
Show Time As Tentative

AMERICAN OVERSIGHT

Attendees:

Ellen Fern (Policy Consultant to the National Writing Project);
Judy Buchanan (Deputy Director of the National Writing Project); and
Elyse Eidman-Aadahl (Executive Director of the National Writing Project)

Request:

Hi Ebony –

My name is Ellen Fern, and I work with the HYPERLINK "https://www.nwp.org/cs/public/print/resource/4649 " National Writing Project (NWP) here in D.C. You may know about HYPERLINK "http://ar15.nwp.org/" NWP's work from your time at the Gates Foundation. But very quickly, the NWP provides sustained, focused professional development for all teachers through partnerships between K-12 public, private, and charter schools and higher education institutions with the goal of improving writing and learning for all students. The NWP network of Writing Project sites, located on nearly 200 university and college campuses, provides high-quality professional development in schools, universities, libraries, museums, and after-school programs. Local Writing Project teacher leaders reach over 3,000 school districts annually.

I wanted to request a meeting with you on Tuesday, July 25th or Wednesday, July 26th to introduce ourselves and also to brief you on HYPERLINK "https://www.nwp.org/cs/public/print/doc/programs/crwp.csp" NWP's College Ready Writing Project (CRWP). Elyse Eidman-Aadahl, NWP's Executive Director, will be in D.C. on these two dates and thus the request. (NWP national office is in Berkeley, CA). The CRWP was created by NWP as part of the U.S. Department of Education's investing in innovation (i3) validation grant with matching funds provided by the Gates Foundation and the Rural School and Community Trust. The CRWP provided teacher-professional development for secondary teachers in 22 high-poverty rural school districts in 10 states (AL, AZ, AR, LA, MI, MS, NY, OK, SC and TN), delivered by 12 Writing Project sites. A two-year random assignment evaluation from SRI International found that CRWP had a positive, statistically significant impact on student writing.

The CRWP evaluation (conducted by SRI International – executive summary HYPERLINK "https://www.sri.com/sites/default/files/publicati ons/sri-crwp-research-brief_nov-2015-final.pdf" here) is one of the largest and most rigorous to find evidence of impact: Key findings showed that the NWP professional development model had a positive impact on both teachers' instructional practice and their students' writing. Specifically:
An overwhelming number of teachers (76% across 22 districts) consistently participated in at least 45 hours of professional development annually. This significantly impacted:
the instruction students received; and,

AMERICAN OVERSIGHT

the proficiency of students on complex writing tasks such as connecting evidence to an argument.
CRWP students outperformed students in control districts on four attributes of argument writing – content, structure, stance and conventions.

I know you and the Secretary very much want to continue to support high-quality, evidence-based professional development, and thus would very much like to introduce you to the work of the NWP which has been supported also by the Supporting Effective Educator (SEED) grant funds as well.

Thanks so very much in advance. Hope this timing works.

Best, Ellen

Ellen Fern
Policy Consultant
National Writing Project
1101 Vermont Avenue, NW; Suite 400
Washington, DC 20005
(b)(6)
HYPERLINK "mailto:efern@wpllc.net" efern@wpllc.net

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject Transportation-Motor Pool Confirmed
Location Dirksen-->LBJ
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

Time 12:30 PM – 1:15 PM

AMERICAN OVERSIGHT

Subject MEET: Resubmitted State Plan Meeting re- CT Scale Scores
Location Jason's Office 3W315
Importance High
Attachments CT Scale Score-Proficiency Memo.docx
Decision Memo_TN_Subgroups 7.25.17.docx
Options Memo_CT_Indicator Weighting 7.25.17.docx
Show Time As Busy

Meeting Name: MEET: Resubmitted State Plan Meeting re- CT Scale Scores
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

AGENDA
1. CT Scale Scores
2. CT Academic Achievement Indicator Weighting
3. TN Subgroup (any remaining concerns)

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Optional
Shaheen, Patrick <Patrick.Shaheen@ed.gov>	Optional
Butler, James <James.Butler@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional

AMERICAN OVERSIGHT

Time 1:15 PM – 1:30 PM
Subject PHONE CALL: MI Superintendent of Public Instruction Brian Whiston
Location Jason WILL CALL Superintendent of Public Instruction Whiston at 517-388-0427
Importance High
Show Time As Busy

MI should have representatives on the TA call with OSS that can speak to:

- Title I, Part A (all of it)
- Title I, Part C (migratory children)
- Title I, Part D (at-risk youth)
- Title II, Part A (effective instruction)
- Title IV, Part A (student Support & academic enrichment)
- Title IV, Part B (21st century community learning centers)
- Title V, Part B, subpart 2 (rural & low-income programs)
- McKinney-Vento

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Debrief From Call w/ Director of Office of Nat. Drug Control Policy
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Debrief From Call w/ Director of Office of Nat. Drug Control Policy
Purpose: To debrief from Jason & the Secretary's call with ONDCP

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 3:00 PM

Subject Final FY 2019 Budget Planning Discussion - Group #5
TA/Evidence/Other

Location (b)(6)

Show Time As Tentative

Hi All,

As part of the planning process for the FY 19 OMB submission, Budget is holding one final discussion group on the topics of evidence and technical assistance. The goal of this meeting is to discuss, prioritize, and reach final agreement on specific proposals related to evidence and TA investments will be included in the FY 19 OMB Submission (and ultimately, the FY 19 President's Budget request to Congress).

Agenda items so far include:

OPEPD POC submission related to data use and TA – Jenn Bell-Ellwanger & Jessica Ramakis
TA Consolidation Proposal - broader discussion of an idea that has been floating around for some time related to a possible consolidation of certain large TA investments (e.g., Comp Centers, RELs, SLDS) - Jagir Patel, Craig Stanton & Bill Cordes
Other if time permits

Draft papers/materials will follow in advance of the meeting. Sorry if this time doesn't work for all. This looks like the best time for most – scheduling for this group is tough.

Craig

Attendees

Name <E-mail>	Attendance
Stanton, Craig <Craig.Stanton@ed.gov>	Organizer
Brock, Thomas <Thomas.Brock@ed.gov>	Required
Betka, Sue <Sue.Betka@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

AMERICAN OVERSIGHT

Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Patel, Jagir <Jagir.Patel@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
Miller, Meredith <Meredith.Miller@ed.gov>	Optional
Anderson, Margo <Margo.Anderson@ed.gov>	Optional
Hammer, Victoria <Victoria.Hammer@ed.gov>	Optional

Time 2:45 PM – 3:00 PM
Subject PHONE CALL: DC State Superintendent of Education Hanseul Kang
Location Jason WILL CALL Superintendent of Education Kang at 202-355-8088
Importance High
Show Time As Busy

DC should have representatives on the TA call with OSS that can speak to:

- Title I, Part A (academic achievement indicator and grad rate indicator, weighting of indicator, identification of comprehensive support and improvement schools, targeted support for consistently underperforming subgroups, exit criteria for comprehensive support schools, disproportionate access to educators)
- Title I, Part D (at-risk youth)
- Title II, Part A (effective instruction)
- Title IV, Part A (student Support & academic enrichment)
- McKinney-Vento

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:45 PM – 3:00 PM
Subject PHONE CALL: Jason Botel
Location Jason will call Superintendent of Education Kang
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
maisha.hayes@dc.gov <maisha.hayes@dc.gov>	Required
Kang, Hanseul (OSSE) <hanseul.kang@dc.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject MEETING: Math for America
Location Jason's Office 3W315
Attachments Math for America Quick facts.docx
Math For America Event Request.pdf
Barton Jennings Bio.docx
Show Time As Busy

Meeting Name: MEETING: Math for America
Purpose: "To discuss the benefits of giving states more freedom in the selection of Title II: sub part 4 teacher training programs."
Date: July 26th 3:30PM-4PM
Location: Jason's Office

AGENDA
"A brief discussion of Math For America successful model of recruitment and retention of high quality math and science teachers and why states should be allowed to choose which of the four title II: sub part 5 teacher development programs best suit their needs."

PARTICIPANTS
-Dennis Potter
-John Ewing - President of Math for America
-former Congressman Bart Gordon - K&L Gates

BRIEFING MATERIAL
Barton Jennings Bio.docx
objattph://"
EVENT REQUEST FORM
objattph://"

Categories Purple Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer

AMERICAN OVERSIGHT

Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required

Time 4:00 PM – 4:15 PM
Subject PHONE CALL: VT Secretary of Education Rebecca Holcombe
Location Secretary Holcombe WILL CALL Jason's Conference Line
Importance High
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Weekly Check In With Chris
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject PHONE CALL: ME Commissioner of Education Roger Hasson
Location Jason WILL CALL ME Commissioner of Education Roger Hasson (b)(6) (b)(6)
Importance High
Show Time As Busy

AMERICAN OVERSIGHT

(b)(6) (that is the Commissioner's conference phone).

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Thursday, July 27, 2017

Time 9:00 AM – 10:00 AM
Subject MEET: OGC ESSA Prep
Location Under Secretary's Office 7th Floor
Importance High
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:15 AM
Subject PHONE CALL: CO Commissioner of Education Katy Anthes
Location Jason WILL CALL Commisioner of Education Anthes at 720-648-2509
Importance High
Show Time As Busy

ED Director of Acc and Performance will be on phone

IL should have representatives on the TA call with OSS that can speak to:

- Title I, Part A (EL long term goals, academic achievement indicator, grad rate indicator, ELP indicator, SQSS indicator, consistently underperforming schools, consistently underperforming subgroups, disproportionate rates of access to educators)
- Title I, Part C (migratory children)
- Title I, Part D (at-risk youth)
- Title IV, Part A (student Support & academic enrichment)
- Title IV, Part B (21st century community learning centers)
- McKinney-Vento

Categories Red Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: Reform Steering 2
Location Jason's Office 3W315
Importance High
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Viana, Jose <Jose.Viana@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Araujo, Liza <Liza.Araujo@ed.gov>	Required
	Anand, Supreet <Supreet.Anand@ed.gov>	Required

Time 12:45 PM – 1:00 PM
Subject PHONE CALL: AZ Superintendent of Public Instruction Diane Douglas
Location Jason WILL CALL Conference Line (b)(6)
Importance High
Show Time As Busy

"AZ should have someone the call who can speak to:

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- Title I, Part A (Native language assessments, academic achievement indicator, other academic indicator for ES/MS, SQSS indicator, annual measures of achievement, exit criteria for comp support & improvement schools, exit criteria for add'l targeted support schools, disproportionate rate of access to educators)
- Title I, Part C (migratory children)
- Title I, Part D (at-risk youth)
- Title III, Part A (English language acquisition)
- Title IV, Part A (student Support & academic enrichment)
- Title IV, Part B (21st century community learning centers)
- Title V, Part B, Subpart 2 (Rural & low-income school program)
- McKinney-Vento"

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: Chiefs for Change
Location LBJ-Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Chiefs for Change
Purpose: To discuss implementation of the Every Student Succeeds Act (ESSA) with the Chiefs for Change and other education issues
Date: July 27th 1PM-1:30PM
Location: LBJ-Jason's Office 3W315

PARTICIPANTS
Mike Magee (CEO)
Julia Rafal-Baer (COO)
Margie Yeager (Director of Policy)

PROPOSED AGENDA
ESSA State plans update - innovations in states
School Choice
K-12 funding issues
Regulation or guidance recommendations

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Vic Klatt <VKlatt@pennhillgroup.com>	Required
D'Arcy Philps <DPhilps@pennhillgroup.com>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Lindsay Fryer <LFryer@pennhillgroup.com>	Required
Julia Rafal-Baer <jrafal-baer@chiefsforchange.org>	Optional
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
myeager@chiefsforchange.org <myeager@chiefsforchange.org>	Optional

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Time 1:30 PM – 1:45 PM
Subject MEETING: PHONE CALL: ND Superintendent of Public Instruction Kirsten Baesler
Location Jason WILL CALL Superintendent of Public Instruction Baesler at 701-328-4570
Importance High
Show Time As Busy

Laurie Berck-Assistant's Contact Number as Backup

Office Assistant III
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
(b)(6)

"ND:

- Title I, Part A (Native language assessments, classification of major racial and ethnic subgroups, exemptions for recently arrived ELs, minimum N size, LTGs for adj cohort grad rate, ELP LTGs, academic achievement indicator, SQSS indicator, grad rate indicator, ELP indicator, identifying comp support & improvement schools, targeted support for consistently underperforming subgroups, exit criteria for consistently underperforming schools, disproportionate rate of access to educators, school conditions (reducing instances of bullying & harassment))
- Title I, Part C (migratory children)
- Title I, Part D (at-risk youth)
- Title II, Part A (supporting effective instruction)

AMERICAN OVERSIGHT

- Title III, Part A (English language acquisition)
- Title IV, Part A (student Support & academic enrichment)
- Title V, Part B, Subpart 2 (Rural & low-income school program)
- McKinney-Vento"

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Weekly Update: Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Grants Reform Work Group
Location WDCFB6-7E312
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Brickman, Michael <Michael.Brickman@ed.gov>	Organizer
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required

AMERICAN OVERSIGHT

	Kissel, Adam <Adam.Kissel@ed.gov>	Required

Friday, July 28, 2017

(b)(6)

Su
Show Tim
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 7/28/2017 12:00 AM – 8/1/2017 12:00 AM
Subject Monique on Travel (Clemson SC)
Attachments Monique - Travel Itinerary (Clemson SC).doc
CCI-F198179.pdf
Letter to Members & EOC-Leg Staff, 2017.doc-E.PDF
Speaking Event Request Form SC Education Oversight Committee.doc
Tentative Retreat Agenda Updated 7.7.17.docx
Show Time As Free

Tentative Retreat Agenda Updated 7.7.17.docx CCI-F198179.pdf
Speaking Event Request Form SC Education Oversight Committee.doc
Tentative Retreat Agenda Updated 7.7.17.docx CCI-F198179.pdf
Speaking Event Request Form SC Education Oversight Committee.doc
objattph://"
Confirmation of reservation
Ref. folio number: CCI-F198179

Dear Guest,

Thank you for choosing The James F. Martin Inn as your home away from home. It is our pleasure to confirm your reservation as follows:

Guest Name: Chism, Dr. Monique
Arrival date: Sunday July 30, 2017
Depart date: Monday July 31, 2017
Number of Nights: 1

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Number of Rooms: 1 x King Executive Non Smoking
Number of Persons: 1 adult
Rate: $120.00 per night

*Check in time is 3:00 pm and check out time is 11:00 am.

*See the revised, draft agenda. Would Dr. Chism like to have the first or second slot on the agenda for Monday? I am inviting district officials and congressman and thought that the 10:00 timeframe would offer more opportunities for others to attend. If Dr. Chism has a title for her presentation, I'll add that. In addition, we'd love to have Dr. Chism attend the dinner on Sunday. It will be a casual event at the home of one of our staff persons. We have shuttles that will take folks there. We are inviting the President of Clemson University and Dean of the College of Education at Clemson to the dinner too.

Also please give Dr. Chism my personal cell phone in case she needs anything: (b)(6)
Melanie

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 7/7/2017 until 7/28/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 10:00 AM
Subject MEETING: TNTP-Fishman Prize Winners

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Location Secretary's Conference Room (OS Managed)
Show Time As Busy

Meeting Name: MEETING: TNTP-Fishman Prize Winners
Date: July 28th 9AM-10AM
Purpose: To hear Fishman Prize winners experiences from the classroom and their summer residency.
Location: Secretary's Conference Room (OS Managed)

ATTENDEES
HYPERLINK "https://tntp.org/fishman-prize/winners/fishman-prize-2017/brett-noble"Brett Noble, 2017 Fishman Prize winner and 11th grade ELA teacher from rural North Carolina
HYPERLINK "https://tntp.org/fishman-prize/winners/fishman-prize-2017/joshua-martinez"Joshua Martinez, 2017 Fishman Prize winner and 4th grade teacher from East Los Angeles
HYPERLINK "https://tntp.org/fishman-prize/winners/fishman-prize-2017/maria-morfin"Maria Morfin, 2017 Fishman Prize winner and 5th grade ELA teacher from East Los Angeles
HYPERLINK "https://tntp.org/fishman-prize/winners/fishman-prize-2017/milton-bryant"Milton Bryant, 2017 Fishman Prize winner and 4th-5th grade math teacher from Washington, DC
Dan Weisberg, Chief Executive Officer at TNTP
Tiffany Chen Cardona, Director of Teacher Engagement at TNTP
Chris Arnold, Director of Publications at TNTP
Sabrina Matthews, Program Manager at TNTP

CONTEXT
Tiffany Cardona < HYPERLINK "mailto:tiffany.cardona@tntp.org" tiffany.cardona@tntp.org>
Our Fishman winners will come in with a broad view of federal work in education over the last few years and recently, and on ESSA. I'll be happy to introduce the folks in the room, and will then ask Mr. Botel to share a bit about the issues he's most focused on in education policy right now. We're looking forward to an open dialogue following, through which the winners may learn his perspective on the following guiding questions: This summer, our Fishman Prize winners have been exploring what it means to provide all students equitable opportunities for college, career, and life. In the classroom, they have focused on the instructional elements of high rigor and relevance as both necessary to the student experience. How do you think our country can support teachers and schools in providing an excellent, rigorous, and relevant education to students? And from your point of view, what are other key barriers to success for all students in the American education system, and what can we do about them?

And in case it's useful, here's a list of all the incredible leaders the group will be meeting with while we're in DC, in the order we'll be meeting them:

John King, President of the Education Trust and former U.S. Secretary of Education
Phillip Lovell, Vice President of Policy Development and Government

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Relations at the Alliance for Excellent Education
Joshua Delaney, Legislative Assistant for Senator Elizabeth Warren (D-MA)
Amanda Beaumont Duncan, Deputy Director of Education for the Senate HELP Committee (D)
Grant Barbosa, Legislative Assistant for Senator Kamala Harris (D-CA)
Catherine Brown, Vice President of Education Policy at the Center for American Progress
Roberto Rodriguez, Board Member of the Bainum Family Foundation and former Deputy Assistant to the President for Education
Seth Andrew, Founder of the Washington Leadership Academy, Founder of Democracy Prep, and former Senior Advisor to the US Chief Technology Officer
Jason Botel, Deputy Secretary of Elementary and Secondary Education and Acting Secretary of Elementary and Secondary Education

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Transportation/Arrival to EEOB
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
CHRISTINE.B.CALLAGHAN@WHO.EOP.GOV <CHRISTINE.B.CALLAGHAN@WHO.EOP.GOV>	Required

---

Time 9:30 AM – 5:00 PM

AMERICAN OVERSIGHT

Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:00 AM – 12:00 PM
Subject Fwd: Demand Reduction Steering Committee Meeting
Location Eisenhower Executive Office Building (EEOB) Room 350 1650 Pennsyvlania Avenue, NW Washington, DC
Show Time As Out of Office

Hi Jason,

Here's the formal invitation. Thanks!

Sent from my iPhone

Begin forwarded message:

From: "Baum, Richard J. EOP/ONDCP" <Richard_J._HYPERLINK "mailto:Baum@ONDCP.EOP.GOV"Baum@ONDCP.EOP.GOV>
To: "Rice, Jon E. EOP/ONDCP" <Jon_E._HYPERLINK "mailto:Rice@ONDCP.EOP.GOV"Rice@ONDCP.EOP.GOV>, "Johnson, Thomas A. EOP/ONDCP" <Thomas_A._HYPERLINK "mailto:Johnson@ONDCP.EOP.GOV"Johnson@ONDCP.EOP.GO V>, "Sivilli, June S. EOP/ONDCP" <June_S._HYPERLINK "mailto:Sivilli@ONDCP.EOP.GOV"Sivilli@ONDCP.EOP.GO V>, "Zobeck, Terry S. EOP/ONDCP" <Terry_S._HYPERLINK "mailto:Zobeck@ONDCP.EOP.GOV"Zobeck@ONDCP.EOP.GOV> , "HYPERLINK "mailto:Nina.Schaefer@hhs.gov"Nina.Schaefer@hhs.go v" <HYPERLINK "mailto:Nina.Schaefer@hhs.gov"Nina.Schaefer@hhs.go v>, "HYPERLINK "mailto:kana.enomoto@samhsa.hhs.gov"kana.enomoto@s amhsa.hhs.gov" <HYPERLINK "mailto:kana.enomoto@samhsa.hhs.gov"kana.enomoto@s amhsa.hhs.gov>, "HYPERLINK "mailto:Steven.Wagner@acf.hhs.gov"Steven.Wagner@ac f.hhs.gov" <HYPERLINK "mailto:Steven.Wagner@acf.hhs.gov"Steven.Wagner@ac f.hhs.gov>, "HYPERLINK "mailto:george.sigounas@hrsa.hhs.gov"george.sigoun as@hrsa.hhs.gov" <HYPERLINK "mailto:george.sigounas@hrsa.hhs.gov"george.sigoun as@hrsa.hhs.gov>, "HYPERLINK

AMERICAN OVERSIGHT

"mailto:John.Graham@HHS.GOV"John.Graham@HHS.GOV"
<HYPERLINK
"mailto:John.Graham@HHS.GOV"John.Graham@HHS.GOV>,
"HYPERLINK
"mailto:Thomas.novotny@hhs.gov"Thomas.novotny@hhs. gov"
<HYPERLINK
"mailto:Thomas.novotny@hhs.gov"Thomas.novotny@hhs. gov>,
"HYPERLINK "mailto:nora.volkow@nih.hhs.gov"nora.volkow@nih.hh
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"mailto:nora.volkow@nih.hhs.gov"nora.volkow@nih.hh s.gov>,
"HYPERLINK "mailto:george.koob@nih.hhs.gov"george.koob@nih.hh
s.gov" <HYPERLINK
"mailto:george.koob@nih.hhs.gov"george.koob@nih.hh s.gov>,
"HYPERLINK "mailto:vjz7@cdc.gov"vjz7@cdc.gov" <HYPERLINK
"mailto:vjz7@cdc.gov"vjz7@cdc.gov>, "Lee, Ebony" <HYPERLINK
"mailto:Ebony.Lee@ed.gov"Ebony.Lee@ed.gov>, "Simmons, Lee
(Dougie)" <HYPERLINK
"mailto:LeeD.Simmons@ed.gov"LeeD.Simmons@ed.gov>,
"HYPERLINK "mailto:Bruce.G.Ohr@usdoj.gov"Bruce.G.Ohr@usdoj.go
v" <HYPERLINK
"mailto:Bruce.G.Ohr@usdoj.gov"Bruce.G.Ohr@usdoj.go v>,
"HYPERLINK "mailto:Leah.Bressack2@usdoj.gov"Leah.Bressack2@us
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"mailto:Leah.Bressack2@usdoj.gov"Leah.Bressack2@us doj.gov>,
"HYPERLINK "mailto:Tracey.Trautman@usdoj.gov"Tracey.Trautman@
usdoj.gov" <HYPERLINK
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"HYPERLINK "mailto:TKane@BOP.gov"TKane@BOP.gov" <HYPERLINK
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"mailto:Sanzanna.Dean@usdoj.gov"Sanzanna.Dean@usdo j.gov"
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"HYPERLINK "mailto:jacqueline.r.womble@usdoj.gov"jacqueline.r
.womble@usdoj.gov" <HYPERLINK
"mailto:jacqueline.r.womble@usdoj.gov"jacqueline.r
.womble@usdoj.gov>, "Harding, Frances (SAMHSA/CSAP)"
<HYPERLINK "mailto:Frances.Harding@SAMHSA.hhs.gov"Frances.Har
ding@SAMHSA.hhs.gov>, "HYPERLINK
"mailto:demetra.ashley@usdoj.gov"demetra.ashley@us doj.gov"
<HYPERLINK "mailto:demetra.ashley@usdoj.gov"demetra.ashley@us
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"mailto:Ann.Bartuska@osec.usda.gov"Ann.Bartuska@os ec.usda.gov"
<HYPERLINK "mailto:Ann.Bartuska@osec.usda.gov"Ann.Bartuska@os
ec.usda.gov>, "HYPERLINK
"mailto:michael.dougherty@hq.dhs.gov"michael.dough

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erty@hq.dhs.gov" <HYPERLINK
"mailto:michael.dougherty@hq.dhs.gov"michael.dough
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"mailto:gene.hamilton@hq.dhs.gov"gene.hamilton@hq. dhs.gov"
<HYPERLINK "mailto:gene.hamilton@hq.dhs.gov"gene.hamilton@hq.
dhs.gov>, "HYPERLINK
"mailto:justin.matthes@HQ.DHS.GOV"justin.matthes@H Q.DHS.GOV"
<HYPERLINK "mailto:justin.matthes@HQ.DHS.GOV"justin.matthes@H
Q.DHS.GOV>, "HYPERLINK "mailto:Arreaga-
RodasLX@state.gov"Arreaga-RodasLX@state.gov" <HYPERLINK
"mailto:Arreaga-RodasLX@state.gov"Arreaga-RodasLX@state.gov>,
"HYPERLINK "mailto:BrownfieldWR@state.gov"BrownfieldWR@state.
gov" <HYPERLINK
"mailto:BrownfieldWR@state.gov"BrownfieldWR@state. gov>, "Blue,
Kellie (OJP)" <HYPERLINK
"mailto:Kellie.Blue@usdoj.gov"Kellie.Blue@usdoj.go v>, "Singh, Vanila
(HHS/OASH)" <HYPERLINK
"mailto:Vanila.Singh@hhs.gov"Vanila.Singh@hhs.gov>
Subject: Demand Reduction Steering Committee Meeting

Valued partner - recently, we sent a save-the-date email concerning our first convening of the Office of National Drug Control Policy's (ONDCP) Drug Demand Reduction Interagency Executive Steering Group. I want to formally invite you to the initial meeting, which will feature participation at the Executive Level, and held at the Eisenhower Executive Office Building Room 350 on July 28, 2017 from 10:00am - 12:00pm. Executive Level meetings will take place twice annually, with regular Sub-InterAgency Working Group Meeting held quarterly, chaired by subject matter experts from ONDCP as well as by Agency designees empowered to advance policy issues.

This Executive Steering Group will give us the opportunity to collaborate on the wide spectrum of demand reduction issues, helping ONDCP and Interagency Partners to prioritize and operationalize demand reduction priorities across the Federal Government. Issues addressing the opioid epidemic and other drug use will range from the broad continuum of care across services from prevention to early intervention, treatment and recovery, and elements of the public health and public safety interface. There are a myriad of priority issues that will be addressed on an ongoing basis, from addressing the prescription drug epidemic via federal rules and regulations, improving access to and the quality of evidence based treatment, improving treatment infrastructure, promoting evidence based prevention, etc.

I appreciate your consideration and ask that if you have not already, please contact Vanessa Woodberry at HYPERLINK
"mailto:vwoodberry@ondcp.eop.gov"vwoodberry@ondcp.
eop.gov<mailto:vwoodberry@ondcp.eop.gov> to indicate your ability to participate. Additionally, for entrance to the EEOB, provide your

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information at the
following: https://events.whitehouse.gov/form?rid=33JHQ9T4HP

Respectfully,

Richard J. Baum
Acting Director

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Baum, Richard J. EOP/ONDCP <Richard_J._Baum@ONDCP.EOP.GOV>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Optional
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
	Rice, Jon E. EOP/ONDCP <Jon_E._Rice@ONDCP.EOP.GOV>	Required
	Johnson, Thomas A. EOP/ONDCP <Thomas_A._Johnson@ONDCP.EOP.GOV>	Required
	Sivilli, June S. EOP/ONDCP <June_S._Sivilli@ONDCP.EOP.GOV>	Required
	Zobeck, Terry S. EOP/ONDCP <Terry_S._Zobeck@ONDCP.EOP.GOV>	Required
	Nina.Schaefer@hhs.gov <Nina.Schaefer@hhs.gov>	Required
	kana.enomoto@samhsa.hhs.gov <kana.enomoto@samhsa.hhs.gov>	Required
	Steven.Wagner@acf.hhs.gov <Steven.Wagner@acf.hhs.gov>	Required
	george.sigounas@hrsa.hhs.gov <george.sigounas@hrsa.hhs.gov>	Required
	John.Graham@HHS.GOV <John.Graham@HHS.GOV>	Required
	Thomas.novotny@hhs.gov <Thomas.novotny@hhs.gov>	Required
	nora.volkow@nih.hhs.gov <nora.volkow@nih.hhs.gov>	Required

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george.koob@nih.hhs.gov <george.koob@nih.hhs.gov>	Required
vjz7@cdc.gov <vjz7@cdc.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Bruce.G.Ohr@usdoj.gov <Bruce.G.Ohr@usdoj.gov>	Required
Leah.Bressack2@usdoj.gov <Leah.Bressack2@usdoj.gov>	Required
Tracey.Trautman@usdoj.gov <Tracey.Trautman@usdoj.gov>	Required
TKane@BOP.gov <TKane@BOP.gov>	Required
Sanzanna.Dean@usdoj.gov <Sanzanna.Dean@usdoj.gov>	Required
jacqueline.r.womble@usdoj.gov <jacqueline.r.womble@usdoj.gov>	Required
Harding, Frances (SAMHSA/CSAP) <Frances.Harding@SAMHSA.hhs.gov>	Required
demetra.ashley@usdoj.gov <demetra.ashley@usdoj.gov>	Required
Sharon.kimball@usdoj.gov <Sharon.kimball@usdoj.gov>	Required
Swirsky.stephanie@dol.gov <Swirsky.stephanie@dol.gov>	Required
finch.fulton@dot.gov <finch.fulton@dot.gov>	Required
Ann.Bartuska@osec.usda.gov <Ann.Bartuska@osec.usda.gov>	Required
michael.dougherty@hq.dhs.gov <michael.dougherty@hq.dhs.gov>	Required
gene.hamilton@hq.dhs.gov <gene.hamilton@hq.dhs.gov>	Required
justin.matthes@HQ.DHS.GOV <justin.matthes@HQ.DHS.GOV>	Required
Arreaga-RodasLX@state.gov <Arreaga-	Required

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	RodasLX@state.gov>	
	BrownfieldWR@state.gov <BrownfieldWR@state.gov>	Required
	Blue, Kellie (OJP) <Kellie.Blue@usdoj.gov>	Required
	Singh, Vanila (HHS/OASH) <Vanila.Singh@hhs.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:30 PM
Subject REMINDER! - OESE Professional Development for Leaders: Managing in a New Reality - TODAY @ 1:00 P.M.
Location WDCFB6-1W126
Attachments OESE Professional Development Series Jul-Aug 2017 v2.pdf
Show Time As Tentative

objattph://"

Here is the outline regarding the professional development series that Jason and I spoke about on this past Monday. As we committed to you, every effort has been made to address your earlier feedback, and the initial number of days and sessions contemplated have been reduced. Please see the attachment for a complete outline of the series. Here is a snapshot of the planned schedule, below:

PLANNED SCHEDULE FOR SERIES
We have contracted two organizational development coaches and facilitators to help us launch a professional development series focused on management development and learning how to maximize the resources of diversity, equity and opportunity. We will launch the first segment on July 28th, and will then follow with sessions in August, and some facilitation later in October and November, and early in 2018. Here is a brief overview of the first segment:

DATE TIME LOCATION SESSION FACILITATOR
Friday,
July 28th
1:00 p.m.-2:30 p.m. 1W126 Kick-Off Meeting: Managing Well in a New Reality Leah Kedar
Thursday, August 3rd 8:30 a.m.-12:30 p.m. 5C100 Self-Awareness as a Leader Using FIRO-B Darryl Spivey
Friday, August 4th 8:30 a.m.-12:30 p.m. 5C100 The Art of Leading

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Others – Applying FIRO-B Darryl Spivey
Friday, August 18th 8:30 a.m.-12:30 p.m. 3C100 Group Assessment Facilitation Leah Kedar
Tuesday, August 22nd 9:00 a.m.-4:00 p.m. 1W114 Change the Game: Why Bias and Equity Matter Leah Kedar
Tuesday, August 29th 8:30 a.m. -12:30 p.m. 5C100 Building Stronger Relationships with Empathy Darryl Spivey
Due by 10/15/17 Anytime Virtual Productively Handling Others with Trust Darryl Spivey
Prequel Anytime Capstone Highly Functioning Team Capabilities Darryl Spivey

PRE-WORK & OTHER ASSIGNMENTS
This series has been designed to maximize meeting the developmental objectives and achieving results, while minimizing the "in-class" facilitations. With that, we must ask for your participation in two pre-work assignments, one webinar (can be completed as late as October 15th) and a prequel content reading that will be preparatory for the fall series. Please note the following:

The program incorporates specific assessments to facilitate your learning. Assessments are a critical part of this experience and will be instrumental to the value you will derive from the program. For this reason, we ask that you take some time to complete the first assessment (called FIRO-B) by Sunday, July 30, 2017. This brief survey should only take about 20 minutes to complete.

Additionally, we ask that you consider a Key Leadership Challenge to bring with you to the August 3rd-4th sessions. In summary, these sessions will focus on:

FIRO-B Assessment - a self-assessment that focuses on specific interpersonal behaviors within the organizational context
Key Leadership Challenge (KLC) - a workplace challenge that you are currently managing, and that requires support from others; we will layer all topics discussed in the program onto your KLC in order to bridge theory and practice, and to ensure immediate impact from the lessons gleaned during your time with the group

Here is the link below to that (FIRO-B) assessment:

http://online.cpp.com/en/CPPLandingPage.aspx?projectId=d43d95dc-fe79-4344-b72a-b9dea0939fb2

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Please complete the first (FIRO-B) assessment due by 11:59 p.m. on this coming Sunday, July 30, 2017. (I mistakenly referred to this date as July 31st in the meeting.) Your results will be prepared and provided at the facilitation on Thursday, August 3rd. We are working with the coaches to make arrangements for those who indicated that they would be unable to complete the initial assessment, due to prior plans to be on travel or out of the office. All others PLEASE complete this brief, online survey by the deadline.

Feel free to contact me with any related questions.

Thanks,

Mw

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov"mark.washington@ed. gov

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Rooney, Patrick <patrick.rooney@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required

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Randall, Valerie <Valerie.Randall@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
Miceli, Roberta <roberta.miceli@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Required
Ahmady, Lori <Lori.Ahmady@ed.gov>	Required

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Time	1:30 PM – 2:00 PM
Subject	MEETING: PHONE CALL: Phillip Lovell
Location	Jason WILL CALL (b)(6)
Show Time As	Busy
Categories	Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
plovell@all4ed.org <plovell@all4ed.org>	Required

Time	3:00 PM – 3:30 PM
Subject	BRIEFING: TN CALL
Attachments	7.27.17 TDE Letter.pdf
Show Time As	Busy

Call in number if needed :

(b)(6)

Categories	Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	3:00 PM – 3:30 PM
Subject	call to dicuss TN
Location	Kathleen's office 7E310 or call in
Show Time As	Busy

Kim – Kathleen is at (b)(6) to call in

Thanks,

Molly

Categories	Red Category

Attendees

Name <E-mail>	Attendance
Petersen, Molly <Molly.Petersen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional

Monday, July 31, 2017

Time 10:30 AM – 11:00 AM
Subject MEET: Key Questions MN & CO
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Key Questions MN & CO
Purpose: To discuss key questions related to Assessment of Writing, Speaking , and Listening in English Language Arts Assessment in MN and CO.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

MATERIALS
-Monique will provide the decision memo

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Spitz, Deborah <Deborah.Spitz@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required

AMERICAN OVERSIGHT

Time 11:00 AM – 11:30 AM
Subject Meeting- CSP FY 18 CMO NPP
Location WDCFB6-7C101
Show Time As Busy

Purpose: Meeting to discuss the CMO NPP Memo.

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Huh, Stefan <Stefan.Huh@ed.gov>	Required
Sathya, Soumya <Soumya.Sathya@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: JB & Tina
Location Jason's Office 3W315
Show Time As Busy

1. Ops Meeting

2. How do I get people who are showing up as my "employees " in tms, but who are not anymore, assigned elsewhere?

Name: MEET: JB & Tina
Purpose: To discuss change to program operations meeting.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject TN and DE questions from Foxx and Alexander
Location Jason's office - *note that this is a room change
Show Time As Busy

Foxx/alexander have asked for updates on the timelines for TN and DE. We should probably just discuss all of them at our meeting because I'm sure questions will continue to come in. thanks

*ROOM CHANGE - Please come to Jason's office for the call

(b)(6)

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject MEET: Follow Up State Plans-IL
Location Jason's Office 3W315
Importance High
Attachments Initial Feedback Call_talking points.docx
Opening Statement for State Feedback Calls.docx
Show Time As Busy

Meeting Name: MEET: Follow Up State Plans-IL
Purpose: To discuss lessons learned from the call with Illinois for conducting the upcoming calls with States in which we provide our feedback on their ESSA plans.

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Siry, Melissa <Melissa.Siry@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Becker, Judith <Judith.Becker@ed.gov>	Required
Barlow, Christine <Christine.Barlow@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:30 PM – 2:15 PM
Subject MEET: 6-MW FEVS 101
Location Jason's Office 3W315
Show Time As Tentative

Update on 800 approved waivers
fevs

Meeting Name: MEET: 6-MW FEVS 101
Purpose: Review FEVS survey and related data for prior years
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject HUD Briefing on Envision Centers
Location Secretary's Conference Room (OS Managed)
Attachments _Backgrounder and Update - Envision Center - 071817 .pdf
_Envision Centers - One Pager - 071417.pdf
Show Time As Busy

Attachments:

AMERICAN OVERSIGHT

_Envision Centers - One Pager - 071417.pdf objattph://"

All,

To accommodate everyone's schedules we are moving the date and time of the briefing.

Thanks!

Good morning,

Secretary DeVos and Secretary Carson had a conversation last week about Envision Centers. HUD staff would like to brief ED staff on Envision Centers, as well as follow-up on the Secretaries' conversation last week.

Below is background information on Envision Centers:

Since assuming office, Secretary Carson has prioritized creating what he calls "Envision Centers". The concept is designed around providing holistic services to individuals receiving public housing benefits. Envision Centers would operate around four basic pillars:

Health and Wellness
Character and Leadership
Economic Empowerment
And improving education systems in economically depressed areas

More specifically, these centers would occupy, or reclaim, old and/or abandoned buildings and spaces located in neighborhoods predominately serviced by federal housing dollars. The goal would be that these partnerships place the resources needed within the very communities that need them the most.

For the Department of Education, this would mean a partnership with HUD designed around providing wrap-around educational services to some of our most socio-economically disadvantaged students and families. For example, HUD noted that there are about 320 Boys and Girls Clubs currently located on land dedicated to public housing. The Envision Center program would like to build on this kind of currently existing infrastructure to increase access to improved educational systems for students and families in public housing.

Ebony has requested that you all attend this briefing, so please hold this date and time until we can confirm with HUD staff.

Categories Red Category

Attendees **Name <E-mail>** **Attendance**

AMERICAN OVERSIGHT

Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Optional
Dickard, Norris <Norris.Dickard@ed.gov>	Optional

Time 3:00 PM – 4:00 PM
Subject HUD, Dept. of ED Mtg. RE: Envision Centers & HUD/ED Partnership
Location Dept of Education, 400 Maryland Ave SW, C St. Entrance // Secretary's Conf. Rm (security will call Martha Davis when HUD staff arrives)
Importance High
Attachments _Backgrounder and Update - Envision Center - 071817 .pdf
_Envision Centers - One Pager - 071417.pdf
Show Time As Busy

Agenda: One of Secretary Carson's priorities is creating agency-wide partnerships to empower residents of public housing and the concept of "Envision Centers." This discussion will touch on how HUD's work can complement the Dept. of Educations' work and ways to form a HUD/ED partnership.

Attending from HUD:

Deana Bass, Deputy Chief of Staff, Office of the Secretary

Johnson Joy, CIO

Stephanie Holderfield, Special Advisor, Office of Public and Indian Housing

Alfonso Costa, Special Assistant to the Secretary

Rafiq Munir, Senior Analyst, Office of Fair Housing & Equal Opportunity/ Economic Opportunity Division

Nelson Bregon, Assoc. Assistant Deputy Secretary, Office of Field Policy & Management

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Arrival to HUD: Please note that there are two entry points from 7th Street, and you should enter on the south side of the building near 7&E St. The lobby is located behind the large cement tower with the embedded Dept. of Housing & Urban Development sign. You should arrive by 2:50 for security check-in, and Laura (#3667) will meet you in the lobby and escort you to the meeting.

Attendees	Name <E-mail>	Attendance
	Bass, Deana <Deana.Bass@hud.gov>	Organizer
	'Ebony.Lee@ed.gov' <Ebony.Lee@ed.gov>	Required
	'Davis, Martha' <Martha.Davis@ed.gov>	Required
	Bregon, Nelson R <Nelson.R.Bregon@hud.gov>	Required
	Joy, Johnson P <Johnson.P.Joy@hud.gov>	Required
	Munir, Rafiq A <Rafiq.A.Munir@hud.gov>	Required
	Holderfield, Stephanie A <Stephanie.A.Holderfield@hud.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional
	'Richey, Kimberly' <Kimberly.Richey@ed.gov>	Optional
	Weathers, Roger <Roger.A.weathers@hud.gov>	Optional
	Perry, Deatrie M <Deatrie.M.Perry@hud.gov>	Optional

Time 4:00 PM – 5:00 PM
Subject MEETING: Phone Call: ONDCP-Opioid Follow Up
Location PHONE CALL
Show Time As Busy

ONDCP is writing to notify you (per the attached Federal Register notice) that Chairman Christie is rescheduling the second telephonic meeting of The President's Commission on Combating Drug Addiction and the Opioid Crisis to have more time to develop the interim report. It was originally scheduled for this Monday, July 17 at 4 pm, but will now be Monday, July 31 at 4 pm. We expect that most Departments will join the call at the staff level in a listen only mode using the call in number on the attached notice. If Cabinet Secretaries wish to join the call, they can have a speaking role, but would have to use a separate call in number. Please notify ONDCP of whether your

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Department plans to call in at the staff level. To the extent possible, please try to consolidate lines within your Department by calling from a conference room.

The purpose of the meeting is to review and potentially have the five Commission members vote on an interim report. Chairman Christie's office is likely to release the draft interim report shortly before the meeting, and it will be posted on the Commission website here: https://www.whitehouse.gov/ondcp/presidents-commission

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Enterprise Risk Management Council Meeting
Location LBJ-TDC room 1W103
Attachments Agenda ERMC Meeting 7-31-2017.docx
Show Time As Tentative

Purpose: Monthly meeting of the Enterprise Risk Management Council (ERMC).

Good afternoon,

The July ERMC meeting has been rescheduled to occur on Monday, July 31st, at 4:00 – 5:00 PM.

The agenda for the July 31st ERMC meeting is attached.
objattph://"
All documents for the July 31st meeting are available on the ERMC SharePoint site at: HYPERLINK "https://share.ed.gov/teams/RMS/POCs/ERMC/ERMC-ONLY/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fteams%2FRMS%2FPOCs%2FERMC%2FERMC%2DONLY%2FShared%20Documents%2FERMC%20Meeting%20Documents%2007%2D31%2D17&FolderCTID=0x012000D9DB33223F44094D9AF4F3AA37989E08&View=%7BEEF8C647%2DC3F6%2D4DFE%2D91DF%2D915D9A924FE5%7D"ERMC Meeting Documents 07-31-17.

As always, attendance in person is encouraged. However, if you are unable to attend in person, we have setup the following WebEx meeting link and conference call line so you can both see the documents and hear the conversation going on in the meeting room.

Please join both the WebEx and the Conference Call:

AMERICAN OVERSIGHT

To join the ERMC meeting in WebEx

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1. Go to https://educate.webex.com/educate/k2/j.php?MTID=te
43a2a3d7bf0e6593a591b211d807ea1
2. Enter your name and email address.
3. Enter the session password: dwSpy627.
4. Click "Join Now".
5. Follow the instructions that appear on your screen.

To join the conference call

(b)(6)

ERMC SharePoint site:
https://share.ed.gov/teams/RMS/POCs/ERMC/SitePages /Home.aspx.

Feel free to give me a call if you have questions.

Thank you,

Phil

Philip A. Maestri
Director, Risk Management Service
Office of the Deputy Secretary
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202
202-245-8278

Attendees

Name <E-mail>	Attendance
Maestri, Phil <Phil.Maestri@ed.gov>	Organizer
Pepin, Andrew <Andrew.Pepin@ed.gov>	Required
Billups, Angela <Angela.Billups@ed.gov>	Required
Hines, Carmen <Carmen.Hines@ed.gov>	Required
McGinnis, Colleen <Colleen.McGinnis@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Galik, Daniel <Daniel.Galik@ed.gov>	Required
Miller, Daniel J <Daniel.J.Miller@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required

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Navarro, Erica <Erica.Navarro@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Required
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
Hurt, John <John.Hurt@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Surprenant, Kala <Kala.Surprenant@ed.gov>	Required
Cook, Karolyn <Karolyn.Cook@ed.gov>	Required
Styles, Kathleen <Kathleen.Styles@ed.gov>	Required
Wilson, Keith <Keith.Wilson@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Poirier, Kylie <Kylie.Poirier@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Willoughby, Leslie <Leslie.Willoughby@ed.gov>	Required
Stracke, Linda <Linda.Stracke@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Maestri, Phil <phil.maestri@ed.gov>	Required

AMERICAN OVERSIGHT

	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Smith, Richard <Richard.Smith@ed.gov>	Required
	Betka, Sue <Sue.Betka@ed.gov>	Required
	Soltis, Tim <Tim.Soltis@ed.gov>	Required
	Otter, Tina <Tina.Otter@ed.gov>	Required
	Robison, Greg <Greg.Robison@ed.gov>	Optional
	Giambi, Melissa <Melissa.Giambi@ed.gov>	Optional
	Vierling, Christian <Christian.Vierling@ed.gov>	Optional
	Killian, Kathy <Kathy.Killian@ed.gov>	Optional

Time 6:30 PM – 7:00 PM
Subject MEET: PHONE CALL: State Plan Feedback Update
Show Time As Busy
Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

AMERICAN OVERSIGHT

Calendar Calendar
Tuesday, August 01, 2017 – Thursday, August 31, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

August 2017

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Busy Tentative Out of Office Free Outside of Working Hours

August 2017

Tue, Aug 01

All Day	(b)(6) Botel, Jason
Before 8:00 AM	**Free**
8:00 AM – 10:00 AM	Jason Off Site McCampbell, Gregory
10:00 AM – 10:15 AM	MEET: JB, MJ, CC Scheduling/OCO Jason's Office 3W315 Botel, Jason
10:15 AM – 11:00 AM	**Free**
11:00 AM – 11:30 AM	PRE-MEET to discuss Foxx FL inquiry Jason's office Zarish-Becknell, Kim
11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed LBJ-->EEOB Botel, Jason
12:00 PM – 1:00 PM	MEET: LUNCH: Jana & Jason Go To EEOB 138 Botel, Jason
1:00 PM – 1:30 PM	Call with Sen. McCain's staff on their BIE Choice proposal S. 1294 (b)(6)

AMERICAN OVERSIGHT

■	1:00 PM – 1:30 PM	Transportation-Motor Pool Confirmed EEOB-->LBJ Botel, Jason
☐	**1:30 PM – 2:00 PM**	**Free**
■	2:00 PM – 2:30 PM	MEET: Comprehensive Centers Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	MEETING: Education First-Anand Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	Sylvia WDCFB6-3C101 Botel, Jason
■	3:00 PM – 4:00 PM	MEET: Reform WDCFB6-2W240-20 (Managed) Botel, Jason
▨	4:00 PM – 5:00 PM	Grants Reform Work Group (Call in 866-711-9358, Code: 6628125) OUS 7E312 Smith, Kathleen
■	4:30 PM – 5:00 PM	EVENT: REMARKS: HEP/CAMP Annual Directors Meeting LBJ-Barnard Botel, Jason
☐	**After 5:00 PM**	**Free**

Wed, Aug 02

☐	All Day	(b)(6) Botel, Jason
☐	**Before 8:30 AM**	**Free**
▨	8:30 AM – 9:00 AM	Appropriations School Choice Leg Strategy 5W313 and Conference Line Navarro, Erica
☐	**9:00 AM – 9:30 AM**	**Free**
■	9:30 AM – 10:00 AM	MEET: Terri Cole Abq Chamber Jason's Office 3W315 Botel, Jason
■	10:00 AM – 10:45 AM	MEETING: Stacey Van Horn Jason's Office 3W315 Botel, Jason
■	10:45 AM – 11:30 AM	Discuss calendar of state plan determinations 3w315 McCampbell, Gregory
■	11:30 AM – 12:00 PM	Call with Big 4 Jason's office Petersen, Molly
■	12:00 PM – 12:15 PM	Weekly Update-Jason Botel

AMERICAN OVERSIGHT

		7W315-Josh's Office Venable, Joshua
	12:15 PM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	MEETING: Dr. Diaz-President HEP/CAMP & Ofelia Gamez-Past President Jason's Office 3W315 Botel, Jason
	1:30 PM – 4:30 PM	Jason Off Site Botel, Jason
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Thu, Aug 03

	All Day	(b)(6) Coley, Jerine
	Before 8:00 AM	**Free**
	8:00 AM – 8:30 AM	Self-Awareness as a Leader (using FIRO-B) - OESE Professional Development Series for Leaders 5C100 Jackson, Stacie G.
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 12:30 PM	Self-Awareness as a Leader (using FIRO-B) - OESE Professional Development Series for Leaders WDCFB6-5C100 (Managed) Washington, Mark
	9:30 AM – 1:00 PM	jason offsite Botel, Jason
	1:00 PM – 1:30 PM	MEET: NV Condition Jason's Office 3W315 Botel, Jason
	1:30 PM – 2:00 PM	MEETING: PHONE CALL: NM Acting Secretary of Education Christopher Ruszkowski Jason's Office 3W315 Botel, Jason
	1:30 PM – 3:00 PM	SUPREME COURT ROUND-UP: 2016-2017 TERM Barnard Auditorium, on Mediasite and EDstream, via VTCs, and via conference call ED Internal Communications
	2:30 PM – 4:00 PM	Reform Steering Committee Conaty, Joe
	4:00 PM – 4:30 PM	MEET: EPG Evidence Follow Up Jason's Office 3W315 Botel, Jason
	4:30 PM – 5:00 PM	MEET: JB & Anabelle Informational Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

	After 5:00 PM	**Free**

Fri, Aug 04

	All Day	(b)(6) Chism, Monique
	All Day	NM & NV -115 Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 12:30 PM	The Art of Leading Others (applying FIRO-B) - OESE Professional Development Series for Leaders WDCFB6-5C100 (Managed) Washington, Mark
	9:00 AM – 9:30 AM	PRE-MEET for Big 4 Call Jason's office Zarish-Becknell, Kim
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	9:30 AM – 10:00 AM	MEETING: Kelly McManus Jason's Office 3W315 Botel, Jason
	10:00 AM – 10:30 AM	MEET: Comp Centers 15 Mins JB WILL CALL Chris 919-937-8688 Botel, Jason
	11:30 AM – 12:00 PM	MEETING: PHONE CALL: USVI Commissioner Sharon Ann McCollum USVI WILL CALL JB Conference Line Botel, Jason
	12:00 PM – 12:30 PM	MEETING: PHONE CALL: Nancy Grasmick Jason WILL CALL 410-598-6903 Botel, Jason
	12:30 PM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	MEET: Jason and Olivia Jason's Office 3W315 Botel, Jason
	1:30 PM – 2:00 PM	CONFIRMED for follow up call with Big 4 ROOM CHANGE!! 6W315 Assistant Sec room Zarish-Becknell, Kim
	2:00 PM – 4:30 PM	Jason Off Site Botel, Jason
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sat, Aug 05

	Before 8:30 AM	**Free**

AMERICAN OVERSIGHT

	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sun, Aug 06

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	5:00 PM – 8:00 PM	**Free**
	8:00 PM – End of Day	(b)(6)

Mon, Aug 07

	All Day	(b)(6)
	All Day	
	All Day	
	All Day	
	All Day	
	All Day	
	Before 8:30 AM	**Free**
	8:30 AM – 4:30 PM	**Free**
	4:30 PM – 5:00 PM	JB Calls Steve 12:30PM Alaska Time Call JB's Conference Line Botel, Jason
	4:30 PM – 5:00 PM	PHONE CALL: TN Plan Jason's Conference Line Botel, Jason
	After 5:00 PM	**Free**

Tue, Aug 08

	All Day	(b)(6)
	All Day	
	All Day	
	All Day	
	All Day	

AMERICAN OVERSIGHT

		Botel, Jason
	All Day	(b)(6)
	Before 8:30 AM	**Free**
	8:30 AM – 2:00 PM	**Free**
	2:00 PM – 3:00 PM	Excellence in Government Fellows Program (EIG): Team 1derful Presentation 6W100 Smith, George.Alan
	3:00 PM – 4:00 PM	Grants Reform Work Group OUS Conference Room 7E312 Smith, Kathleen
	3:30 PM – 4:00 PM	PHONE CALL: NM Secretary of Education Christopher Ruszkowski Jason Botel's Conference Line Botel, Jason
	4:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Wed, Aug 09

	All Day	(b)(6)
	All Day	
	All Day	arry Kean is Acting
	All Day	
	All Day	
	All Day	
	All Day	
	Before 8:30 AM	**Free**
	8:30 AM – 11:30 AM	**Free**
	11:30 AM – 1:00 PM	BDV Summer BBQ Outside Plaza Botel, Jason
	1:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Thu, Aug 10

AMERICAN OVERSIGHT

	All Day	(b)(6)
	All Day	
	All Day	arry Kean is Acting
	All Day	
	All Day	
	All Day	
	All Day	

Fri, Aug 11

	All Day	(b)(6)
	All Day	
	All Day	
	All Day	
	All Day	
	All Day	
	All Day	
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
	9:30 AM – 1:30 PM	**Free**
	1:30 PM – 2:00 PM	Chris to call Jason re- TN Phone Rinkus, Christopher
	2:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sat, Aug 12 – Sun, Aug 13

AMERICAN OVERSIGHT

☐	All Day	(b)(6)
☐	All Day	
☐	All Day	
☐	All Day	

Mon, Aug 14

☐	All Day	(b)(6)
☐	All Day	
☐	All Day	
☐	All Day	
☐	All Day	CT-115 Botel, Jason
☐	**Before 8:00 AM**	**Free**
■	8:00 AM – 9:00 AM	Specific Review of Grant Process Call In - 866-711-9358, Code 6628125 ous conference room - 7E312 Smith, Kathleen
■	9:00 AM – 9:30 AM	TN State plan 3w315 Botel, Jason
☐	**9:30 AM – 10:30 AM**	**Free**
■	10:30 AM – 11:30 AM	NOTES to CC & CR Jason's Office Botel, Jason
☐	**11:30 AM – 12:00 PM**	**Free**
■	12:00 PM – 1:00 PM	MEET: State Plan Check In Jason's Office 3W315 Botel, Jason
■	1:00 PM – 1:30 PM	MEETING: PHONE CALL: JB WILL CALL Carissa Botel, Jason
■	1:30 PM – 2:00 PM	Discuss Next Quarterly Performance Review Joe's office (7W204) McHugh, Erin
■	2:00 PM – 2:30 PM	MEETING: Reading is Fundamental Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:30 PM	Office Time Botel, Jason

AMERICAN OVERSIGHT

■	3:00 PM – 3:30 PM	MEET: MC & JB Clearance Check In Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: PISA Data Jason's Office 3W315 Botel, Jason
■	4:00 PM – 4:30 PM	PHONE CALL: JB & PO Peter WILL CALL Jason Botel, Jason
☐	**4:30 PM – 5:00 PM**	**Free**
■	5:00 PM – 5:30 PM	Meeting- Ebony and Jason Ebony's Office Lee, Ebony
☐	**After 5:30 PM**	**Free**

Tue, Aug 15

☐	All Day	(b)(6)
☐	All Day	
☐	All Day	
☐	**Before 8:00 AM**	**Free**
■	8:00 AM – 10:30 AM	Jason Off Site Botel, Jason
■	10:30 AM – 11:00 AM	State Plan Discussion 7W315- Josh's Office Venable, Joshua
▨	10:50 AM – 11:30 AM	10 minutes added pre call to discuss -- call with Alexander and Foxx staff re: Puerto Rico title I A, C, D allocation issue OLCA Conference Room 6 W 338 - Please come at 10:50 Dixon, Doris
■	11:00 AM – 11:30 AM	MEETING: Jodi Peterson NSTA-STEM Education Leaders Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	MEETING: PHONE CALL: Joanne Weiss JB WILL CALL Joanne (650) 799-3969 Botel, Jason
▨	11:30 AM – 1:30 PM	Carrie OOO Coxen, Carrie
■	12:00 PM – 12:30 PM	Meeting Name: MEET: Title I Staff Part 1 Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	MEETING: Bart Epstein Jason's Office 3W315

AMERICAN OVERSIGHT

		Botel, Jason
☑	12:30 PM – 1:30 PM	Board Games RecognizED Meet-Up 4C101 OESE.RecognizED
■	1:30 PM – 2:00 PM	Office Time Botel, Jason
☐	**2:00 PM – 3:00 PM**	**Free**
■	3:00 PM – 3:30 PM	Jason Botel / David Silver Jason calls David's cell: (510)393-4888 Silver, David
■	3:00 PM – 3:30 PM	MEET: Phone Call-David Silver-Oakland Jason WILL CALL David 510-393-4888 Botel, Jason
■	3:30 PM – 4:30 PM	Office Time Botel, Jason
■	4:30 PM – 5:00 PM	BRIEFING: OK Superintendent Hofmeister Botel, Jason
■	4:30 PM – 5:00 PM	MEETING: PHONE CALL: OK Superintendent Joy Hofmeister Jason WILL CALL 405-521-4885 Botel, Jason
☐	**After 5:00 PM**	**Free**

Wed, Aug 16

☐	All Day	(b)(6)
☐	Start of Day – 8:00 PM	Eitel, Robert
■	9:30 AM – 10:00 AM	MEETING: COFFEE: Jess Langhaim Starbucks Botel, Jason
■	10:00 AM – 10:30 AM	Office Time Botel, Jason
■	10:30 AM – 11:00 AM	MEET: Planning Meeting For Employee Performance, Talents & Skills Jason's Office 3W315 Botel, Jason
■	11:00 AM – 11:30 AM	BRIEFING: CFP Foundation Botel, Jason
■	11:00 AM – 11:30 AM	Jason Botel (ED)/Britton Banowsky (CFP Foundation) Intro Call JB to call BB @ 214-415-8243 Britton Banowsky
■	11:30 AM – 12:00 PM	Weekly Update/Jason Botel 7W315 Venable, Joshua

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■	12:00 PM – 1:00 PM	"Leadership and the Ego" RecognizED Meet-Up 2W240-20 OESE.RecognizED
■	12:00 PM – 1:00 PM	RecognizED Meet-Up 2W240-20 Didlo, Amie
■	1:00 PM – 1:30 PM	DE Discussion at 1:00 Jason's Office - 3W315 Chism, Monique
■	1:30 PM – 2:00 PM	MEETING: PHONE CALL: CA Superintendent Tom Torlakson Superintendent Torlakson WILL CALL JB Conference Line Botel, Jason
■	2:00 PM – 3:00 PM	Lunch w/ Katie-Last Day Botel, Jason
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: PHONE CALL: MN Commissioner of Education Brenda Cassellius JB WILL CALL Cassellius 612-250-5177 Botel, Jason
■	4:30 PM – 5:00 PM	MEET: Nick Hahn & Jason Jason's Office 3W315 Botel, Jason
■	6:00 PM – 6:30 PM	ESEA Waivers 2011-2016 Jason's Office 3W315 Botel, Jason
	After 8:00 PM	**Free**

Thu, Aug 17

	All Day	(b)(6)
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
■	9:00 AM – 9:30 AM	MEET: 9-MW Town Hall Process Jason's Office 3W315 Botel, Jason
	9:30 AM – 10:00 AM	**Free**
■	10:00 AM – 10:30 AM	Office Time Botel, Jason
	10:30 AM – 11:00 AM	**Free**
■	11:00 AM – 12:00 PM	MEETING: Provision of HBCU EO Elementary & Secondary-Next Steps LBJ WDCFB6-3W336 Botel, Jason

AMERICAN OVERSIGHT

■	12:00 PM – 1:00 PM	Office Time Botel, Jason
□	**1:00 PM – 1:30 PM**	**Free**
■	1:30 PM – 2:00 PM	MEET: USDS-Comp Centers Jason's Office 3W315 Botel, Jason
■	2:00 PM – 3:00 PM	1% Assess Waiver Process Jason's Office Richey, Kimberly
■	3:00 PM – 3:30 PM	MEETING: New Meeting Jason's Office 3W315 Botel, Jason
▨	3:30 PM – 5:00 PM	conversation about recent events LBJ 2nd Floor – Conference Room 2W240-20 Conaty, Joe
■	4:30 PM – 5:00 PM	Meeting Name: MEET: Title I Staff Part 2 Jason's Office 3W315 Botel, Jason
□	**After 5:00 PM**	**Free**

Fri, Aug 18

□	All Day	(b)(6) Navarro, Erica
□	**Before 8:30 AM**	**Free**
■	8:30 AM – 9:00 AM	BRIEFING: MA Commissioner Botel, Jason
■	8:30 AM – 9:00 AM	MEETING: PHONE CALL: MA Acting Commissioner of Education Jeff Wulfson Jason WILL CALL Commissioner Wulfson 617-645-7794 Botel, Jason
■	8:30 AM – 12:00 PM	Group Assessment Facilitation w/ Leah Kedar - OESE Professional Development Series for Leaders WDCFB6-3C100 Washington, Mark
■	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
■	11:30 AM – 12:30 PM	Office Time Botel, Jason
□	**12:30 PM – 1:00 PM**	**Free**
■	1:00 PM – 1:30 PM	Debrief approval letter release process (so far) Jason's Office 3W315; Dial-in: 1-866-732-0811;9449103# Rinkus, Christopher
■	1:30 PM – 2:00 PM	MEET: CA Charter LEA Coding Issue Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

■	2:00 PM – 3:00 PM	MEETING: Catherine Brown Starbucks 202-594-7013 Botel, Jason
■	3:00 PM – 3:30 PM	MEETING: PHONE CALL: Ashley Berner JHU JB WILL CALL Ashley 917-657-2753 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: State Plan Alignment Part 1 Jason's Office 3W315 Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: PHONE CALL: Dan Domenech Jason WILL CALL Dan 703-463-8553 Botel, Jason
■	4:30 PM – 5:00 PM	MEETING: PHONE CALL: TN Commissioner of Education Candice McQueen Jason WILL CALL the Commissioner at 615-390-2954 Botel, Jason
	After 5:00 PM	**Free**

Sat, Aug 19 – Sun, Aug 20

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Mon, Aug 21

	All Day	Tina at Training Botel, Jason
	All Day	(b)(6)
	Before 8:30 AM	
	8:30 AM – 9:00 AM	
	9:00 AM – 10:30 AM	
■	9:30 AM – 10:00 AM	Office Time Botel, Jason
■	10:00 AM – 11:00 AM	MEET: QPR/ FY17/ FOIA Jason's Office 3W315 Botel, Jason
■	11:00 AM – 11:30 AM	One-on-One telelphonic interview with Jason Botel See contact info. below Johnston, Michael
	11:30 AM – 12:00 PM	**Free**
■	12:00 PM – 12:30 PM	MEETING: PHONE CALL: Pastor King JB WILL CALL Pastor King 443-847-2018
■	12:00 PM – 1:00 PM	Office Time-Do Not Move Botel, Jason

AMERICAN OVERSIGHT

■	12:30 PM – 1:00 PM	MEET: Jason & Chris Check In Jason's Office Botel, Jason
■	1:00 PM – 4:00 PM	Solar Eclipse! 1:17 Partial 2:42 Max 4:01 Partial Botel, Jason
■	3:30 PM – 4:00 PM	Tina shows Jason how to Complete an Individual Development Plan for Supervisors as listed in TMS 3w315 Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: PHONE CALL: MT Superintendent of Public Instruction Elsie Arntzen JB WILL CALL Superintendent Arntzen Conference Line Botel, Jason
☐	**4:30 PM – 5:00 PM**	**Free**
	After 5:00 PM	**Free**

Tue, Aug 22

☐	All Day	Tina at Training Botel, Jason
☐	All Day	(b)(6)
	Before 8:00 AM	**Free**
■	8:00 AM – 11:00 AM	jason offsite Botel, Jason
▨	9:00 AM – 4:00 PM	REMINDER: Change the Game: Why Bias and Equity Matter - OESE Professional Development Series for Leaders (TUESDAY 8/22/17) TDC 1W128 Washington, Mark
■	12:30 PM – 1:00 PM	Fellow Meeting Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:00 PM	Office Time Botel, Jason
■	2:00 PM – 2:30 PM	TRAINING: JB Attends Leah Kedar Botel, Jason
■	2:30 PM – 3:00 PM	MEET: Checkin BTS 10 Mins Jason's Office 3W315 Botel, Jason
☐	3:00 PM – 5:00 PM	(b)(6)
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
▨	3:45 PM – 4:00 PM	MEETING: PHONE CALL: HI Superintendent of Education Christina M. Kishimoto Jason WILL CALL 808-586-3310 Botel, Jason

AMERICAN OVERSIGHT

■	4:00 PM – 4:30 PM	19 OMB Request for School Safety National Activities 5W313 and Conference Line (in message) Navarro, Erica
	After 5:00 PM	**Free**

Wed, Aug 23

☐	All Day	Tina at Training Botel, Jason
	Before 8:30 AM	**Free**
☐	**8:30 AM – 9:30 AM**	**Free**
■	9:30 AM – 10:00 AM	MEET: Fellows TAF/PAF Jason's Office 3W315 Botel, Jason
■	10:00 AM – 11:00 AM	BRIEFING: ERS Botel, Jason
■	10:00 AM – 11:00 AM	Call - Karen Miles and Jonathan Travers (ERS) with Jason Botel 1-866-732-0811 Code for participants: 944-910-3 Karen Hawley Miles
■	11:00 AM – 12:00 PM	MEETING: Dr. Tucker West Alabama [Shelby Request] Secretary's Conference Room (OS Managed) Botel, Jason
■	12:00 PM – 12:30 PM	MEET: Jason and Peter Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	MEET: Indiana Graduation Rates Jason's Office 3W315 McCampbell, Gregory
☐	**1:00 PM – 1:30 PM**	**Free**
■	1:30 PM – 2:00 PM	MEET: 11-MW Year-End Grant Making Process Overview Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	MEET: North Dakota State Plan Discussion Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	MEET: WRD Introductory Jason's Office 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	Computer Time 3E101 Botel, Jason
■	3:00 PM – 3:30 PM	Office Time Botel, Jason
■	3:30 PM – 4:00 PM	MEET: JB & MC Jason's Office 3W315 Botel, Jason

AMERICAN OVERSIGHT

	4:00 PM – 4:15 PM	**Free**
	4:15 PM – 4:25 PM	IN and ND State Plans 7W315 Venable, Joshua
	4:25 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Thu, Aug 24

	All Day	(b)(6)
	9:00 AM – 9:30 AM	MEET: 7-MW Resume EEO Discussion w/ FEVS Jason's Office 3W315 Botel, Jason
	9:30 AM – 10:00 AM	MEETING: Cheryl Borden Thompson Jason's Office 3W315 Botel, Jason
	10:00 AM – 12:30 PM	Office Time Botel, Jason
	12:30 PM – 1:00 PM	MEETING: PHONE CALL: Anne Mahle Jason WILL CALL Anne 612-333-1158 ext. 39116# Botel, Jason
	1:00 PM – 1:30 PM	Office Time Botel, Jason
	1:30 PM – 2:00 PM	MEETING: PHONE CALL: ND Superintendent of Public Instruction Kirsten Baesler Jason WILL CALL Superintendent Baesler 701-328-4570 Botel, Jason
	2:00 PM – 5:00 PM	Jason Off Site Botel, Jason
	4:00 PM – 4:30 PM	MEETING: PHONE CALL: IN COS to Superintendent McCormick JB WILL CALL 317-698-7934 Botel, Jason
	4:30 PM – 5:00 PM	MEETING:PHONE CALL: DC Superintendent Hanseul Kang McCampbell, Gregory

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Fri, Aug 25

	All Day	DC, IL, LA, MI, NJ, OR, TN, VT, MA - 115 Botel, Jason
	Before 8:00 AM	**Free**
	8:00 AM – 10:30 AM	Jason Off Site McCampbell, Gregory
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am)

AMERICAN OVERSIGHT

		Botel, Jason
■	10:15 AM – 10:45 AM	MEET: $6 million / 277 LEA Decision Memo Jason's Office 3W315 McCampbell, Gregory
☐	**10:45 AM – 11:00 AM**	**Free**
■	11:00 AM – 11:30 AM	Office Time Botel, Jason
■	11:30 AM – 12:00 PM	RRTF OII Followup WDCFB6-7C101 Eitel, Robert
■	12:00 PM – 12:30 PM	MEET: Jason OESE Program Directors Drop In 3W336 Botel, Jason
■	12:30 PM – 1:00 PM	Office Time Botel, Jason
☐	**1:00 PM – 1:30 PM**	**Free**
■	1:30 PM – 2:00 PM	MEET: OSS Bandwidth Jason's Office 3W315 Botel, Jason
■	2:00 PM – 3:00 PM	Office Time-Do Not Move Botel, Jason
■	3:00 PM – 3:30 PM	MEETING: Nina Rees & Eric Paisner Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	Weekly Update/Jason Botel 7W315 Venable, Joshua
☐	**4:00 PM – 4:30 PM**	**Free**
■	4:30 PM – 5:00 PM	MEETING: IN Governor Eric Holcomb Staff Jason's Office 3W315 Botel, Jason
☐	**After 5:00 PM**	**Free**

Sat, Aug 26 – Sun, Aug 27

☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

Mon, Aug 28

☐	All Day	(b)(6) Botel, Jason
☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 11:00 AM	MEET: Series Meetings Employee Performance, Talents

AMERICAN OVERSIGHT

		& Skills Jason's Office 3W315 Botel, Jason
	11:00 AM – 12:00 PM	**Free**
	12:00 PM – 12:30 PM	MEET: ND Resubmission Jason's Office 3W315 Botel, Jason
	12:30 PM – 1:00 PM	BRIEFING: KS Commissioner Watson Botel, Jason
	12:30 PM – 1:00 PM	MEETING: PHONE CALL: KS Commissioner of Education Randy Watson Jason WILL CALL Commissioner Watson at 785-296-0286 Botel, Jason
	1:00 PM – 1:30 PM	**Free**
	1:30 PM – 2:00 PM	MEETING: PHONE CALL: Matt Simon Jason WILL CALL Matt 520-730-9510 Botel, Jason
	1:30 PM – 2:00 PM	Harvey Updates 1-866-725-1285 Participant Code: 3356824 Leader Code: 9114104 Eitel, Robert
	2:00 PM – 2:30 PM	MEETING: Lindsay Fryer LBJ-Jason's Office 3W315 Botel, Jason
	2:30 PM – 3:00 PM	Office Time Botel, Jason
	3:00 PM – 3:30 PM	Asana Fix Jason's Office 3W315 Botel, Jason
	3:30 PM – 4:00 PM	Latency Fix Jason's Office 3W315 Botel, Jason
	4:00 PM – 5:00 PM	Office Time Botel, Jason
	After 5:00 PM	**Free**

Tue, Aug 29

	All Day	(b)(6) Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 9:30 AM	**Free**
	9:30 AM – 10:00 AM	Office Time Botel, Jason
	10:00 AM – 11:00 AM	MEETING: Legal Defense Fund & Dignity in Schools Campaign

AMERICAN OVERSIGHT

		Secretary's Conference Room (OS Managed) Botel, Jason
■	11:00 AM – 11:30 AM	Checkin w/ Mark Jason's Office 3W315 Botel, Jason
□	**11:30 AM – 12:30 PM**	**Free**
■	12:30 PM – 1:00 PM	Office Time Botel, Jason
■	1:00 PM – 1:30 PM	MEET: Options for Hearing Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:00 PM	MEET: Alternate Assessments Jason's Office 3W315 Botel, Jason
■	2:00 PM – 2:30 PM	Office Time Botel, Jason
■	2:30 PM – 3:00 PM	MEET: Outstanding State Plan Issues Part 1 Jason's Office 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	MEETING: PHONE CALL: Melina Uncapher JB WILL CALL Melina 949-292-1452 McCampbell, Gregory
■	3:30 PM – 4:00 PM	MEET: Performance Vendors Jason's Office 3W315 Botel, Jason
■	4:00 PM – 4:30 PM	BRIEFING: FL Commissioner Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: PHONE CALL: FL Commissioner of Education Pam Stewart Jason WILL CALL Commissioner Stewart at 850-228-8044 Botel, Jason
■	4:30 PM – 5:00 PM	MEET: Outstanding State Plan Issues Part 2 Jason's Office 3W315 Botel, Jason
■	5:00 PM – 5:30 PM	MEET: Illinois State Plan Discussion Jason's Office 3W315 Botel, Jason
□	**After 5:30 PM**	**Free**

Wed, Aug 30

□	All Day	(b)(6) Botel, Jason
□	All Day	DC, IL - 120 Botel, Jason
□	**Before 8:30 AM**	**Free**

AMERICAN OVERSIGHT

☐	**8:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 11:00 AM	OESE - All Staff Meeting LBJ Barnard Auditorium Washington, Mark
☐	**11:00 AM – 11:30 AM**	**Free**
■	11:30 AM – 12:00 PM	MEETING: Seth Andrew Jason's Office 3W315 Botel, Jason
■	12:00 PM – 12:30 PM	MEET: DWS Amendment Jason's Office 3W315 Botel, Jason
■	12:30 PM – 1:00 PM	MEETING: PHONE CALL: Sen. Shelby Staff Jason's Office 3W315 [Conference Call] Botel, Jason
■	1:00 PM – 1:30 PM	CALL: IL Superintendent Tony Smith
▨	1:00 PM – 5:00 PM	Monique OOO Out of Office Chism, Monique
■	1:30 PM – 2:30 PM	Office Time-Do Not Move Botel, Jason
■	2:30 PM – 3:00 PM	MEET: Art Exhibit Walk LBJ-1st Floor McCampbell, Gregory
■	3:30 PM – 4:00 PM	MEET: BIE Joe Conaty's Office Botel, Jason
■	4:00 PM – 4:30 PM	BRIEFING: NE Commissioner Blomstedt Botel, Jason
■	4:00 PM – 4:30 PM	MEETING: PHONE CALL: NE Commissioner of Education Matthew Blomstedt Jason WILL CALL Commissioner Blomstedt 402-471-5020 Botel, Jason
■	5:00 PM – 5:30 PM	MEET: PHONE CALL: IL Superintendent Tony Smith Jason WILL CALL Superintendent Smith (b)(6) Botel, Jason
☐	**After 5:30 PM**	**Free**

Thu, Aug 31

☐	All Day	(b)(6)
☐	All Day	MI, OR, TN, VT - 120 Botel, Jason
☐	**Before 8:30 AM**	**Free**
■	8:30 AM – 9:00 AM	Transportation-JB Arranged Botel, Jason

AMERICAN OVERSIGHT

■	9:00 AM – 12:00 PM	EVENT: Interdepartmental Serious Mental Illness Coordinating Committee (ISMICC) Hubert H. Humphrey Building 200 Independence Avenue, SW Washington, DC 20201 Botel, Jason
■	12:00 PM – 12:30 PM	Transportation-JB will walk Hubert Humphrey Building-->LBJ Botel, Jason
■	12:00 PM – 2:00 PM	MEET: State Plan Review WDCFB6-2W240-20 (Managed) Botel, Jason
■	2:00 PM – 2:30 PM	Office Time Botel, Jason
▨	2:00 PM – 2:30 PM	ED Cares: Coordinating Effort for ED Employees to Help Harvey Victims Phil's Office Washington, Mark
■	2:30 PM – 3:00 PM	MEET: Next Steps for BIE Jason's Office 3W315 Botel, Jason
■	3:00 PM – 3:30 PM	Office Time Botel, Jason
□	**3:30 PM – 4:00 PM**	**Free**
■	4:00 PM – 5:00 PM	RSFLG Senior Leaders Meeting - Hurricane Harvey Coordination FEMA HQ | 400 C St. SW | Conference Room A | Conference Line: (b)(6) RSFLG
□	**5:00 PM – 5:15 PM**	**Free**
■	5:15 PM – 5:45 PM	FW: Conference Call with USED re Arizona ESSA Plan Online Meeting Lippert, Carol
■	5:30 PM – 6:00 PM	MEET: MI 120 Jason's Office 3W315 Botel, Jason
□	**After 6:00 PM**	**Free**

Details

Tuesday, August 0 (b)(6)

Time

Subject

Show Time As

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 8:00 AM – 10:00 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:15 AM
Subject MEET: JB, MJ, CC Scheduling/OCO
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject PRE-MEET to discuss Foxx FL inquiry
Location Jason's office
Show Time As Busy

Call in
(b)(6)

I have a question from Brad in the Foxx office. It deals with the Florida law here: http://laws.flrules.org/2017/116. In particular, he's

AMERICAN OVERSIGHT

interested in this language: "(a) Prior to the allocation of Title I funds to eligible schools, a school district may withhold funds only as follows: 1. One percent for parent involvement, in addition to the one percent the district must reserve under federal law for allocations to eligible schools for parent involvement; 2. A necessary and reasonable amount for administration, which includes the district's indirect cost rate, not to exceed a total of 8 percent; and 3. A reasonable and necessary amount to provide: a. Homeless programs; b. Delinquent and neglected programs; c. Prekindergarten programs and activities; d. Private school equitable services; and e. Transportation for foster care children to their school of origin or choice programs. (b) All remaining Title I funds shall be distributed to all eligible schools in accordance with federal law and regulation. An eligible school may use funds under this subsection to participate in discretionary educational services provided by the school district."

Brad wants to talk about this language and the amendment Rep. Debbie Wasserman Schultz offered during full committee markup of the FY 2018 Labor/HHS/Education appropriations bill a couple of weeks ago. I've attached that amendment to the email. He says it's been percolating on the Hill for a little while and wants to know if it's on our radar. The Wasserman Schultz amendment was withdrawn in committee, but Democrats want to "fix" this through the appropriations process. Brad told the Ds that he believes this section of the state law would cause the Florida SEA to violate section 8452 of ESSA if the state disapproves a consolidated local plan because the plan proposes to reserve more title I funds for districtwide activities than the state law would allow. However, he's not crazy about doing something legislatively because he thinks this should be an enforcement issue for ED and the Florida SEA.

So he's asked for a call to talk this issue through with the appropriate folks. He'll want to know if this is on our radar, if we agree that the scenario above would violate Sec. 8452 and whether it would be an appropriate enforcement issue for ED. Also, is there an advantage to this being handled via our enforcement process v. through a legislative fix?

Attendees	Name <E-mail>	Attendance
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Siry, Melissa <Melissa.Siry@ed.gov>	Required
Rhoads, Kelly <Kelly.Rhoads@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->EEOB
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject MEET: LUNCH: Jana & Jason
Location Go To EEOB 138
Attachments Navy Mess Reserv.pdf
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Call with Sen. McCain's staff on their BIE Choice proposal S. 1294
Location (b)(6) -- in person OLCA Conference Room 6W 338
Attachments BILLS-115s1294is.pdf

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Show Time As Busy

Please come to OLCA if you are in the building. A call in number has been provided for anyone who cannot come to the OLCA Conference room. Thanks.

BACKGROND: Nick Matiella and Luke Esper from McCain's staff have request a call to discuss their legislation to authorize and voucher program for BIE schools. The purpose of this meeting is primarily listen to McCain's staff and discuss the Administration's choice proposals included in the FY '18 budget request.

They wrote --- Hi Chris, we've been trying to schedule a meeting through Congressional Affairs with you and/or Jason Botel about Senator McCain's BIE school choice bill (S. 1294, the Native American Education Opportunity Act.). Would you have any time this week to discuss our strategy as well as changes we'd like to make to the bill at markup? You've likely heard from Carlyle Begay about this. It's supported by American Federation for Children and others. We think the bill, once modified, can be a win for the Administration and help enhance the school choice narrative. Any help you can provide would be greatly appreciated as this is a priority issue for my boss.

objattph://"

Categories Red Category

Attendees

Name <E-mail>	Attendance
Dixon, Doris <Doris.Dixon@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Wilson, Linda <Linda.Wilson@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required

Time 1:00 PM – 1:30 PM

Subject Transportation-Motor Pool Confirmed

Location EEOB-->LBJ

Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: Comprehensive Centers
Location Jason's Office 3W315
Attachments CC Framework Overview 7.12_CLEAN.docx
Show Time As Busy

Meeting Name: MEET: Comprehensive Centers
Purpose: Briefing on program office's proposal for the next Comprehensive Centers competition
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

BRIEFING MATERIAL

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject MEETING: Education First-Anand
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Education First-Anand
Purpose: What Education First has seen on the ground in states their working with on ESSA and would like to hear from Jason the key messages about ESSA we should be taking back to those states.
Date: August 1st 2:30PM-3PM
Location: Jason's Office

PROVIDED MATERIALS
There is nothing that Jason needs to read in advance of the meeting, which will be about what Education First has seen on the ground in states their working with on ESSA and would like to hear from Jason

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the key messages about ESSA we should be taking back to those states.

Three publications as an FYI or to skim (i.e., not necessary to read) to show Education First's approach to working with states. (They are examples of the kind of work they do on behalf of states.)

· The first is the HYPERLINK "http://education-first.com/library/publication/reform-integration-framework-and-resource-guide/"Reform Integration Framework and Resource Guide, which was created during their work with the ED-sponsored Reform Support Network for the 19 Race to the Top states. It's their vision of how states can integrate the many efforts they are working on simultaneously, and it has some applications to ESSA.
· The second and third are two publications they created on ESSA regarding best uses of HYPERLINK "http://education-first.com/wp-content/uploads/2017/03/Education-First-ESSA-School-and-Teacher-Leadership-March-2017.pdf"Title II dollars and HYPERLINK "http://education-first.com/wp-content/uploads/2017/07/making-the-most-of-essa-opportunities-for-stem-july-2017.pdf"STEM opportunities. These give an example of how Education First attempted to push states' and advocates' thinking on innovative uses of ESSA.

Discussion Questions
· What are the bright spots you're seeing with ESSA plans so far? What are the biggest pain points?
· What are the main messages from USED we should take back to the states we are working with on plan writing or those states we are working with on implementation?
· What does USED's strategy to support implementation look like? Is it purely through the State Support Network? If so, how is that going so far? (since it's up and running)
· What does working with states on implementation look like to you (blue sky)?
· What are the supports you think states need? Do you have a handle on what external partners are offering? Could major partners be brought together to share strategies and possibly even look at efficiencies?
· Ed First is exploring convening major funders this fall to discuss their role in ESSA planning and implementation, any specific hopes/wish list from this stakeholder group?

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject Sylvia
Location WDCFB6-3C101
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
WDCFB6-3C101 <WDCFB6-3C101@ed.gov>	Resource
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject MEET: Reform
Location WDCFB6-2W240-20 (Managed)
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Araujo, Liza <Liza.Araujo@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource

AMERICAN OVERSIGHT

	WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource

Time 4:00 PM – 5:00 PM
Subject Grants Reform Work Group ([redacted])
Location OUS 7E312
Show Time As Tentative

[redacted]
Kathleen has leader code

Most replied that this date/time works for their schedule, please let me know if it does not.

Thanks so much

Attendees

Name <E-mail>	Attendance
Smith, Kathleen <Kathleen.Smith@ed.gov>	Organizer
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject EVENT: REMARKS: HEP/CAMP Annual Directors Meeting
Location LBJ-Barnard
Attachments 2017 ADM Participant List.pdf
2017 ADM Student Speaker Sandra Reyes .pdf
2017 ADM Student Speaker Yolanda Ambrosio Barrientos.pdf
2017 ADM Agenda.pdf
Botel TPs HEP.CAMP Directors Meeting.Final.docx
Show Time As Busy

AMERICAN OVERSIGHT

Event Name: EVENT: REMARKS: HEP/CAMP Annual Directors Meeting
Date: August 1st 4:30PM-5PM
Location: LBJ-Barnard

AGENDA

BRIEFING PAPER

REMARKS

PARTICIPANT LIST

STUDENT SPEAKER MATERIALS

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Wednesday, August 02, 2017

Time 8:30 AM – 9:00 AM
Subject Appropriations School Choice Leg Strategy
Location 5W313 and Conference Line
Show Time As Tentative

This meeting will discuss our strategy around getting higher levels for school choice in a Senate appropriations bill.

As you know, the House bill does not fund the Title I FOCUS public school choice proposal, for which the request included $1 billion, and would eliminate the Education Innovation and Research (EIR) program, for which the Administration is seeking a $250 million increase for a private school voucher demonstration program. The House bill provides $370 million for the Charter Schools Program, an increase of $28 million over FY 2017 but far below the $500 million request in the President's Budget.

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I know this time isn't optimal, but I can't find time for all of us to meet.

Conference Line

Office: Budget Service

(b)(6)

For Erica: 8034459

Attendees	Name <E-mail>	Attendance
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Dixon, Doris <Doris.Dixon@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Cordes, Bill <Bill.Cordes@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Optional

Time 9:30 AM – 10:00 AM
Subject MEET: Terri Cole Abq Chamber
Location Jason's Office 3W315
Show Time As Busy
Categories Red Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

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Time 10:00 AM – 10:45 AM
Subject MEETING: Stacey Van Horn
Location Jason's Office 3W315
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:45 AM – 11:30 AM
Subject Discuss calendar of state plan determinations
Location 3w315
Show Time As Busy

For Which states do we hit 115 days this week and next week and where are we with them? I have a meeting with Josh at 12 and I need to be ready to tell him about these

Will there be any potential hiccups while I am out of town? If so, how do we prepare for?

Deliverables to Secretary (i.e. Out of clearance) by Day 115:
-decision memo
-final plan (clean) with State Chief's signature
-letter for Secretary's signature

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Call with Big 4
Location Jason's office
Show Time As Busy

All – call with the Big 4 to update them on Delaware
(b)(6)

Categories Red Category
Attendees

Name <E-mail>	Attendance
Petersen, Molly <Molly.Petersen@ed.gov>	Organizer

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	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:00 PM – 12:15 PM
Subject Weekly Update-Jason Botel
Location 7W315-Josh's Office
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: Dr. Diaz-President HEP/CAMP & Ofelia Gamez-Past President
Location Jason's Office 3W315
Attachments OESE_Meeting_Request from Irene Bueno National HEP-CAMP Association 7-31-17.docx
HEP CAMP Association Information 7-20-17.pdf
HEP CAMP Fact Sheet 7-20-17.pdf
Show Time As Busy

Meeting Name: MEETING: Dr. Diaz-President HEP/CAMP & Ofelia Gamez-Past President
Purpose: "The purpose of this meeting is meet the Acting Assistant Secretary for Elementary and Secondary Education, to introduce him to National High School Equivalency (HEP)/College Assistance Migrant Program (CAMP) Association's leadership, and to share some first-hand perspectives about the HEP/CAMP program which is administered by the OESE's Office of Migrant Education (OME)."
Date: August 2nd 1PM-1:30PM
Location: Jason's Office

PARTICIPANTS
Irene Bueno, Partner, NVG LLC. (federally registered lobbyist)
Dr. Viridiana Diaz, President of the National HEP/CAMP Association
Ofelia Gamez, Past President of the National HEP/CAMP Association

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PROVIDED MATERIALS

MEETING REQUEST

POINT OF CONTACT
Name: Irene Bueno
Title/Organization: Partner, NVG, LLC.
Phone: 202-423-5451
Email: HYPERLINK "mailto:ibueno@nvgllc.com" ibueno@nvgllc.com

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:30 PM – 4:30 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Thursday, August 03, 2017

Time (b)(6)
Subject
Show Time As
Categories

Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
Lovitt, Brittney <Brittney.Lovitt@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 8:00 AM – 8:30 AM
Subject Self-Awareness as a Leader (using FIRO-B) - OESE Professional Development Series for Leaders
Location 5C100
Attachments OESE Professional Development Series Jul-Aug 2017 v2.pdf
Show Time As Tentative

This is a Friendly Reminder that our next session in the OESE Professional Development Series is this Thursday, August 3, 2017 in Room 5C100.

~ ~ ~

series. Here is a snapshot of the planned schedule, below:

PLANNED SCHEDULE FOR SERIES
We have contracted two organizational development coaches and facilitators to help us launch a professional development series focused on management development and learning how to maximize the resources of diversity, equity and opportunity. We will launch the first segment on July 28th, and will then follow with sessions in August, and some facilitation later in October and November, and early in 2018. Here is a brief overview of the first segment:

DATE TIME LOCATION SESSION FACILITATOR
Friday,
July 28th 1:00 p.m.-2:30 p.m. 1W126 Kick-Off Meeting: Managing Well in a New Reality Leah Kedar
Thursday, August 3rd 8:30 a.m.-12:30 p.m. 5C100 Self-Awareness as a Leader Using FIRO-B Darryl Spivey
Friday, August 4th 8:30 a.m.-12:30 p.m. 5C100 The Art of Leading Others – Applying FIRO-B Darryl Spivey
Friday, August 18th 8:30 a.m.-12:30 p.m. 3C100 Group Assessment Facilitation Leah Kedar
Tuesday, August 22nd 9:00 a.m.-4:00 p.m. 1W114 Change the Game: Why Bias and Equity Matter Leah Kedar
Tuesday, August 29th 8:30 a.m. -12:30 p.m. 5C100 Building Stronger Relationships with Empathy Darryl Spivey
Due by 10/15/17 Anytime Virtual Productively Handling Others with Trust Darryl Spivey
Prequel Anytime Capstone Highly Functioning Team Capabilities Darryl Spivey

PRE-WORK & OTHER ASSIGNMENTS
This series has been designed to maximize meeting the developmental objectives and achieving results, while minimizing the "in-class" facilitations. With that, we must ask for your participation in two pre-work assignments, one webinar (can be completed as late as October 15th) and a prequel content reading that will be preparatory for the fall series. Please note the following:

The program incorporates specific assessments to facilitate your learning. Assessments are a critical part of this experience and will be instrumental to the value you will derive from the program. For this reason, we ask that you take some time to complete the first assessment (called FIRO-B) by Sunday, July 30, 2017. This brief survey should only take about 20 minutes to complete.

Additionally, we ask that you consider a Key Leadership Challenge to bring with you to the August 3rd-4th sessions. In summary, these sessions will focus on:
FIRO-B Assessment - a self-assessment that focuses on specific interpersonal behaviors within the organizational context
Key Leadership Challenge (KLC) - a workplace challenge that you are currently managing, and that requires support from others; we will layer all topics discussed in the program onto your KLC in order to

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bridge theory and practice, and to ensure immediate impact from the lessons gleaned during your time with the group

Here is the link below to that (FIRO-B) assessment:
http://online.cpp.com/en/CPPLandingPage.aspx?projectId=d43d95dc-fe79-4344-b72a-b9dea0939fb2

Please complete the first (FIRO-B) assessment due by 11:59 p.m. on this coming Sunday, July 30, 2017. (I mistakenly referred to this date as July 31st in the meeting.) Your results will be prepared and provided at the facilitation on Thursday, August 3rd. We are working with the coaches to make arrangements for those who indicated that they would be unable to complete the initial assessment, due to prior plans to be on travel or out of the office. All others PLEASE complete this brief, online survey by the deadline.

Feel free to contact me with any related questions.

Thanks,

Mw

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov" mark.washington@ed.gov

Attendees	Name <E-mail>	Attendance
	Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Organizer
	Esquith, David <David.Esquith@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
	Butler, James <James.Butler@ed.gov>	Required
	Cantrell, David <David.Cantrell@ed.gov>	Required

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Carr, Patrick <Patrick.Carr@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Randall, Valerie <Valerie.Randall@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

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Time 9:00 AM – 12:30 PM
Subject Self-Awareness as a Leader (using FIRO-B) - OESE Professional Development Series for Leaders
Location WDCFB6-5C100 (Managed)
Attachments OESE Professional Development Series Jul-Aug 2017 v2.pdf
Show Time As Busy
[X]

8/3/17 - Update: Our presenter had a flight delay, so we are pushing the start time back by 30 minutes. Continental Breakfast will still be available beginning now at 8:45 a.m. See you soon!

Here is the outline regarding the professional development series that Jason and I spoke about on this past Monday. As we committed to you, every effort has been made to address your earlier feedback, and the initial number of days and sessions contemplated have been reduced. Please see the attachment for a complete outline of the series. Here is a snapshot of the planned schedule, below:

PLANNED SCHEDULE FOR SERIES
We have contracted two organizational development coaches and facilitators to help us launch a professional development series focused on management development and learning how to maximize the resources of diversity, equity and opportunity. We will launch the first segment on July 28th, and will then follow with sessions in August, and some facilitation later in October and November, and early in 2018. Here is a brief overview of the first segment:

DATE TIME LOCATION SESSION FACILITATOR
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July 28th
1:00 p.m.-2:30 p.m. 1W126 Kick-Off Meeting: Managing Well in a New Reality Leah Kedar
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Friday, August 4th 8:30 a.m.-12:30 p.m. 5C100 The Art of Leading Others – Applying FIRO-B Darryl Spivey
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Tuesday, August 29th 8:30 a.m. -12:30 p.m. 5C100 Building Stronger Relationships with Empathy Darryl Spivey
Due by 10/15/17 Anytime Virtual Productively Handling Others with Trust Darryl Spivey
Prequel Anytime Capstone Highly Functioning Team Capabilities Darryl Spivey

PRE-WORK & OTHER ASSIGNMENTS
This series has been designed to maximize meeting the developmental objectives and achieving results, while minimizing the "in-class"

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facilitations. With that, we must ask for your participation in two pre-work assignments, one webinar (can be completed as late as October 15th) and a prequel content reading that will be preparatory for the fall series. Please note the following:

* The program incorporates specific assessments to facilitate your learning. Assessments are a critical part of this experience and will be instrumental to the value you will derive from the program. For this reason, we ask that you take some time to complete the first assessment (called FIRO-B) by Sunday, July 30, 2017. This brief survey should only take about 20 minutes to complete.

* Additionally, we ask that you consider a Key Leadership Challenge to bring with you to the August 3rd-4th sessions. In summary, these sessions will focus on:

* FIRO-B Assessment - a self-assessment that focuses on specific interpersonal behaviors within the organizational context
* Key Leadership Challenge (KLC) - a workplace challenge that you are currently managing, and that requires support from others; we will layer all topics discussed in the program onto your KLC in order to bridge theory and practice, and to ensure immediate impact from the lessons gleaned during your time with the group

* Here is the link below to that (FIRO-B) assessment:

http://online.cpp.com/en/CPPLandingPage.aspx?projectId=d43d95dc-fe79-4344-b72a-b9dea0939fb2

Please complete the first (FIRO-B) assessment due by 11:59 p.m. on this coming Sunday, July 30, 2017. (I mistakenly referred to this date as July 31st in the meeting.) Your results will be prepared and provided at the facilitation on Thursday, August 3rd. We are working with the coaches to make arrangements for those who indicated that they would be unable to complete the initial assessment, due to prior plans to be on travel or out of the office. All others PLEASE complete this brief, online survey by the deadline.

Feel free to contact me with any related questions.

Thanks,

Mw

Mark Washington
Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of

AMERICAN OVERSIGHT

Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 |
mark.washington@ed.gov<mailto:mark.washington@ed.g ov>

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
	Randall, Valerie <Valerie.Randall@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Viana, Jose <Jose.Viana@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Frost, Frances <Frances.Frost@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
	Dickard, Norris <Norris.Dickard@ed.gov>	Required
	Kesner, Paul <Paul.Kesner@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Required

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Anand, Supreet <Supreet.Anand@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required

Time 9:30 AM – 1:00 PM
Subject jason offsite
Attachments 17-0164.clean.docx
Show Time As Busy

Monique - I reviewed the DCL re per-pupil expenditure reporting requirements on school report cards, and as Dan Domenech said it does not specifically say that the per-pupil expenditure amounts that States report on the 2018-19 report cards will be those from 2017-18. For that reason, I would like to send him the following language to clarify this. can you please take a look and let me know if you have any feedback? if you are okay with it as is, can you please send to OGC for their approval before I send it to Dan?

As we stated in the DCL regarding the per-pupil expenditure reporting that ESSA requirements, an SEA and its LEAs may delay, until the

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2018-2019 school year, reporting information on per-pupil expenditures of Federal, State, and local funds on annual report cards as required under section 1111(h)(1)(C)(x) and (h)(2)(C) of the ESEA. The information reported in the 2018-2019 school year will be the actual amounts expended during the 2017-2018 school year.

2. Monique - Do we have evidence that materials like this improve student achievement?
3. What did we decide is our next step with supporting bie?

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: NV Condition
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: NV Condition
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required

AMERICAN OVERSIGHT

Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: PHONE CALL: NM Acting Secretary of Education Christopher Ruszkowski
Location Jason's Office 3W315
Importance High
Attachments NM Talking Points 8.3.17.docx
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: NM Chief
Date: August 3rd 1:30PM-2PM Eastern

Ashley Eden Director of Strategic Initiatives HYPERLINK "mailto:AshleyR.Eden@state.nm.us"AshleyR.Eden@stat e.nm.us
Christopher Ruszkowski Acting Secretary of Education HYPERLINK "mailto:C.Ruszkowski@state.nm.us"C.Ruszkowski@stat e.nm.us

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Cox, Katherine (Katherine.Cox@ed.gov) <Katherine.Cox@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

AMERICAN OVERSIGHT

Rooney, Patrick (Patrick.Rooney@ed.gov) <Patrick.Rooney@ed.gov> Optional

---

Time 1:30 PM – 3:00 PM
Subject SUPREME COURT ROUND-UP: 2016-2017 TERM
Location Barnard Auditorium, on Mediasite and EDstream, via VTCs, and via conference call
Show Time As Tentative

Join colleagues for an expanded OCR Academy and OGC Coffee Talk learning and discussion session, featuring a panel of ED experts and legal interns, who will review key cases decided by the Supreme Court during its 2016-2017 term that relate to civil rights.
In addition to legal interns from OCR and OGC who will brief staff on these cases, speakers include:

Steven Menashi, Acting General Counsel, who also clerked for Supreme Court Justice Samuel Alito and who serves as professor at George Mason University School of Law
Phil Rosenfelt, Deputy General Counsel, who has worked on many Supreme Court cases involving the Department during his many years at ED
Brandon Sherman, Special Assistant and Senior Counsel to the OCR Acting Assistant Secretary, who has worked on many key education issues in his career at ED and in private practice

OCR and OGC interns are preparing a handout that will serve as reference material for this session. To obtain a copy of the handout, please RSVP via email to Kenny Yi, HYPERLINK "mailto:Kenny.Yi@ed.gov"Kenny.Yi@ed.gov.
*If you require a reasonable accommodation to participate in this event (e.g., sign-language interpreter, captioning services, Braille, large print, or CD-ROM), please contact Ollie Cantos by phone at (202) 453-6543 [Voice/Relay/VRS] or email him at HYPERLINK "mailto:ollie.cantos@ed.gov"Ollie.Cantos@ed.govor contact Melinda Malico via email at HYPERLINK "mailto:melinda.malico@ed.gov"melinda.malico@ed.go v, by Thursday, July 27, 2017 (five business days prior to the session).
For more information, including details and guidelines about accessing the session via conference call or VTC, the potential cases to be discussed, and the origins of the OCR Academy and OGC Coffee Talks, please select HYPERLINK "https://connected.ed.gov/communication/Pages/Supr eme-Court-Round-Up--2016-2017-Term.aspx"this link. The VTC rooms in all regions have been reserved.
CONFERENCE CALL INFORMATION AND CALL-IN PROTOCOL
Conference Call-In: (877) 492-7235 (Code 5812392)
If patching in by conference call, please mute your phones upon joining the session by pressing *6. In addition, please do NOT place the call on hold since that will disrupt the session.
MEDIASITE & EDSTREAM
If you have problems with Mediasite or EDstream, please call the Help

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Desk 202 708 4357
It is suggested that all employees use the EDstream link as there have been issues with Mediasite in recent days.

EDSTREAM INSTRUCTIONS:

This event will air on EDstream at this link: http://edstream.ed.gov/webcast/Play/eed71cfd6db7442f8aad7d4fed2e3adc1d

You cannot access EDstream while logged into gotowork.ed.gov or Aventail/Citrix. (You may be able to see the event, but you will not be able to hear it.) You must open a browser outside of Aventail/Citrix, preferably in Internet Explorer, and then go to the link above.

MEDIASITE INSTRUCTIONS:
For employees working inside ED buildings, if you wish to use Mediasite, use Internet Explorer to access Mediasite at this link: http://mediasite.ed.gov.
With questions, please contact Ollie Cantos, OCR, or Melinda Malico, OCO.

Attendees	**Name <E-mail>**	**Attendance**
	ED Internal Communications <EDInternalCommunications@ed.gov>	Organizer
	All Exchange Users <All_Exchange_Users@ed.gov>	Required

Time 2:30 PM – 4:00 PM
Subject Reform Steering Committee
Show Time As Busy

Purpose of this meeting: To discuss the status of the working groups.

Please note that each workgroup should provide an email update to Joe, Bob, Meredith and Erin by 8/1 and be prepared to report progress at this meeting.

Workgroups are responsible for (1) reviewing the reform area, (2) determining if reform is needed and will yield benefits to the agency and the public, and (3) developing a proposal for implementing the reform if they think one is needed. This work must be completed by 8/15 so that the Steering Committee has sufficient time to review the recommendations and brief the Secretary so she can weigh in.

Leaders of Working Groups' Review and Development of Potential Reform Proposals:

Maximizing Employee Performance (Lead: Denise Carter)
Workforce Reduction: Budget (Lead: Erica Navarro)
Providing consistency across Executive Office functions (Lead: Denise Carter)

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Review the agency operations portfolio and identify opportunities to streamline and maximize performance across functions and respective offices (Lead: Holly Ham)
Redesign of the Discretionary Grant Process (Lead: Kathleen Smith)
Centralizing and removing layers from policy decision-making, including ODS merging into OS (Lead: Ebony Lee)
Eliminating Office of the Under Secretary (Lead: Kathleen Smith)
Merging Office of Elementary and Secondary Education with The Office of Innovation and Improvement (Lead: Jason Botel)
Transferring Agency Records management function from OM to OCIO (Lead: Holly Ham)
Consolidation of IT functions across offices under OCIO (Lead: Jason Gray)
Eliminating the OPR process (Lead: Erin McHugh)
Modifying ED's conference approval process and reporting requirements (Lead: Cynthia Dorfman)
Improving the use of technology (Lead: Jason Gray) *Now being discussed as part of group # 4*
Transferring ED Human Resources back office transactional operations to a new shared service provider. OM (Lead: Denise Carter)
Streamlining Clearance Processes (Lead: Tracey St. Pierre)
Restructuring Audit Processes (Lead: Phillip Juengst)
Reforming FOIA Processes (Lead: Steven Menashi)
Other cross-agency government reform ideas (Lead: Ebony Lee)
Reducing or realigning meetings (Lead: Joe Conaty)
Acquisition Management (Lead: Tim Soltis) *Now being discussed as part of group # 4*

Attendees	**Name <E-mail>**	**Attendance**
	Conaty, Joe <Joseph.Conaty@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Betka, Sue <Sue.Betka@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Carter, Denise <Denise.Carter@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Jackson, Candice <Candice.Jackson@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Navarro, Erica <Erica.Navarro@ed.gov>	Required

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Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Required
Bergstrom, Peter <Peter.Bergstrom@ed.gov>	Required
Kasior, Anna <Anna.Kasior@ed.gov>	Required
Miller, Meredith <Meredith.Miller@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
St.Pierre, Tracey <Tracey.StPierre@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Optional
McDonald, Walter <Walter.McDonald@ed.gov>	Optional
Brickman, Michael <Michael.Brickman@ed.gov>	Optional
Soltis, Tim <Tim.Soltis@ed.gov>	Optional
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional
Juengst, Phillip <Phillip.Juengst@ed.gov>	Optional

Time 4:00 PM – 4:30 PM

AMERICAN OVERSIGHT

Subject MEET: EPG Evidence Follow Up
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: EPG Evidence Follow Up
Purpose: Informal follow up on EPG Evidence next steps.
Location: Jason's Office

Participants
-Jason Botel
-Margo Anderson
-Jenn Bell-Ellwanger
-Tom Brock

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Brock, Thomas <Thomas.Brock@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject MEET: JB & Anabelle Informational
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Vabre, Anabelle <Anabelle.Vabre@ed.gov>	Required

Friday, (b)(6)

Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coley, Jerine <Jerine.Coley@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

Time All Day
Subject NM & NV -115
Show Time As Free
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 8:30 AM – 12:30 PM
Subject The Art of Leading Others (applying FIRO-B) - OESE Professional Development Series for Leaders
Location WDCFB6-5C100 (Managed)
Attachments OESE Professional Development Series Jul-Aug 2017 v2.pdf
Handout for OESE Day 2 Session 2.ppt

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Social Identity Map – Example.pptx

Show Time As Tentative

Materials:

Handouts for day 2 –

Social Identity Map – Example.pptx
Social Identity Map – Example.pptx

objattph://"

Here is the outline regarding the professional development series that Jason and I spoke about on this past Monday. As we committed to you, every effort has been made to address your earlier feedback, and the initial number of days and sessions contemplated have been reduced. Please see the attachment for a complete outline of the series. Here is a snapshot of the planned schedule, below:

PLANNED SCHEDULE FOR SERIES
We have contracted two organizational development coaches and facilitators to help us launch a professional development series focused on management development and learning how to maximize the resources of diversity, equity and opportunity. We will launch the first segment on July 28th, and will then follow with sessions in August, and some facilitation later in October and November, and early in 2018. Here is a brief overview of the first segment:

DATE TIME LOCATION SESSION FACILITATOR
Friday,
July 28th
1:00 p.m.-2:30 p.m. 1W126 Kick-Off Meeting: Managing Well in a New Reality Leah Kedar
Thursday, August 3rd 8:30 a.m.-12:30 p.m. 5C100 Self-Awareness as a Leader Using FIRO-B Darryl Spivey
Friday, August 4th 8:30 a.m.-12:30 p.m. 5C100 The Art of Leading Others – Applying FIRO-B Darryl Spivey
Friday, August 18th 8:30 a.m.-12:30 p.m. 3C100 Group Assessment Facilitation Leah Kedar
Tuesday, August 22nd 9:00 a.m.-4:00 p.m. 1W114 Change the Game: Why Bias and Equity Matter Leah Kedar
Tuesday, August 29th 8:30 a.m. -12:30 p.m. 5C100 Building Stronger Relationships with Empathy Darryl Spivey
Due by 10/15/17 Anytime Virtual Productively Handling Others with Trust Darryl Spivey
Prequel Anytime Capstone Highly Functioning Team Capabilities Darryl Spivey

PRE-WORK & OTHER ASSIGNMENTS
This series has been designed to maximize meeting the developmental objectives and achieving results, while minimizing the "in-class" facilitations. With that, we must ask for your participation in two pre-work assignments, one webinar (can be completed as late as October

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15th) and a prequel content reading that will be preparatory for the fall series. Please note the following:

The program incorporates specific assessments to facilitate your learning. Assessments are a critical part of this experience and will be instrumental to the value you will derive from the program. For this reason, we ask that you take some time to complete the first assessment (called FIRO-B) by Sunday, July 30, 2017. This brief survey should only take about 20 minutes to complete.

Additionally, we ask that you consider a Key Leadership Challenge to bring with you to the August 3rd-4th sessions. In summary, these sessions will focus on:

FIRO-B Assessment - a self-assessment that focuses on specific interpersonal behaviors within the organizational context
Key Leadership Challenge (KLC) - a workplace challenge that you are currently managing, and that requires support from others; we will layer all topics discussed in the program onto your KLC in order to bridge theory and practice, and to ensure immediate impact from the lessons gleaned during your time with the group

Here is the link below to that (FIRO-B) assessment:

http://online.cpp.com/en/CPPLandingPage.aspx?projectId=d43d95dc-fe79-4344-b72a-b9dea0939fb2

Please complete the first (FIRO-B) assessment due by 11:59 p.m. on this coming Sunday, July 30, 2017. (I mistakenly referred to this date as July 31st in the meeting.) Your results will be prepared and provided at the facilitation on Thursday, August 3rd. We are working with the coaches to make arrangements for those who indicated that they would be unable to complete the initial assessment, due to prior plans to be on travel or out of the office. All others PLEASE complete this brief, online survey by the deadline.

Feel free to contact me with any related questions.

Thanks,

Mw

Mark Washington

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Deputy Assistant Secretary for Management and Planning
Office of Elementary and Secondary Education | U.S. Department of Education
400 Maryland Avenue, SW |Room 3W314 |Washington, DC 20202
Desk (202) 205-0167 | HYPERLINK "mailto:mark.washington@ed.gov"mark.washington@ed. gov

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Baggett, Madeline <Madeline.Baggett@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

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Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Randall, Valerie <Valerie.Randall@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject PRE-MEET for Big 4 Call
Location Jason's office
Show Time As Busy

THIS IS A PRE-MEET to discuss our message for the 1:30pm call with the Big 4.

(b)(6)

We told Murray/Scott we would provide more information as to how ED has deemed these pieces of DE's plan are compliant with ESSA.

We'd like to handle all of the questions on one phone call.

1. Subgroup accountability – specifically ESSA's requirement that state accountability systems identify two categories of schools for targeted support: targeted support schools (Sec. 1111(d)(2)(B)) and additional targeted support schools (Sec. 1111(d)(2)(C))
2. 95% testing requirement – specifics around how Delaware is compliant with the statute's requirements that there be a clear and understandable explanation of how the 95% requirement factors into state accountability systems and the requirements related to the denominator in the calculation of the 95% requirement (Sec. 1111(c)(4)(E))
3. How Delaware's college and career preparedness options

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comply with the law's requirements that the school quality and student success indicator be valid, reliable, comparable, and statewide (Sec. 1111(c)(4)(B)(v)(I)(bb))

We also said we would tell them:

waiver status:

do we have an answer for this yet? OESE and OGC were working on this but we hadn't nailed it down yet as far as I know.

information on the calls to states:

as of today we've called IL,DC, ME, and MI (in progress)

information on posting of state plan revisions and approvals. We discussed doing a general TP and having more detail available if necessary.

The Secretary is posting the revisions and approvals in accordance with ESSA. (general TP needs a little more)
The public-review provision of Section 1111(a)(5) applies only to the approval of Title I individual plans under Section 1111 and not to approvals of consolidated plans under Section 8451. Indeed, Section 8451 in subsection d incorporates by reference the peer-review requirements of Section 1111(a)(4) but it does not incorporate the public-review requirement of Section 1111(a)(5). (more detailed TP to have as a background)

Attendees	**Name <E-mail>**	**Attendance**
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Menashi, Steven <Steven.Menashi@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required

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	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 8/4/2017 until 8/25/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEETING: Kelly McManus
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEETING: Kelly McManus
Purpose: Informal
Date: August 4th 9:30AM-10AM
Location: Jason's Office

CONTEXT
On Jun 20, 2017, at 2:57 PM, Kelly McManus < HYPERLINK "mailto:kmcmanus@edtrust.org"kmcmanus@edtrust.org> wrote:
Hi Jason,

I just wanted to reach out and check in. I know you are getting beaten up pretty badly by a lot of our mutual friends, so I thought it might do you some good to get a friendly email! I'm sure it wouldn't be helpful for us to say so publicly (so we won't), but I did want you to know that we appreciate what y'all are doing. We do have questions about the content of the feedback, but we aren't interested in raising those externally. Just wanted you to know that.

Kelly McManus
Director of Government Affairs
The Education Trust

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1250 H Street NW, Suite 700
Washington, DC 20005
c: (202) 794 -0792
o: (202) 293-1217, ext. 359
HYPERLINK "http://www.facebook.com/"Connect with us on Facebook • HYPERLINK "http://www.twitter.com/edtrust"Follow Ed Trust on Twitter • Read Ed Trust's blog, HYPERLINK "http://edtrust.org/the-equity-line/"The Equity Line

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject MEET: Comp Centers 15 Mins
Location JB WILL CALL Chris (b)(6)
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Johnston, Chris <Chris.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEETING: PHONE CALL: USVI Commissioner Sharon Ann McCollum
Location USVI WILL CALL JB Conference Line
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: USVI Commissioner Sharon Ann McCollum
Date: August 4th 11:30AM-Noon

Conference Call Information Jason Botel:
(b)(6)

USVI CORRESPONDENCE

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Nancy Grasmick
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: Jason and Olivia
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason and Olivia
Purpose: For Jason and Olivia [OSS Intern] to meet as suggested by Roberta.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Lutwak, Olivia <Olivia.Lutwak@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject CONFIRMED for follow up call with Big 4
Location ROOM CHANGE!! 6W315 Assistant Sec room
Show Time As Busy

We might not need everyone on this invite on the call – we can sort that out at the pre-meet at 9am. thanks

(b)(6)

We told Murray/Scott we would provide more information as to how ED has deemed these pieces of DE's plan are compliant with ESSA. I put a hold on our calendars for us to have a call with the big 4 on Friday. We'd like to handle all of the questions on one phone call. Who else should be included to answer these questions? thanks

1. Subgroup accountability – specifically ESSA's requirement that state accountability systems identify two categories of schools for targeted support: targeted support schools (Sec. 1111(d)(2)(B)) and additional targeted support schools (Sec. 1111(d)(2)(C))

AMERICAN OVERSIGHT

2. 95% testing requirement – specifics around how Delaware is compliant with the statute's requirements that there be a clear and understandable explanation of how the 95% requirement factors into state accountability systems and the requirements related to the denominator in the calculation of the 95% requirement (Sec. 1111(c)(4)(E))
3. How Delaware's college and career preparedness options comply with the law's requirements that the school quality and student success indicator be valid, reliable, comparable, and statewide (Sec. 1111(c)(4)(B)(v)(I)(bb))

We also said we would tell them:

waiver status:

do we have an answer for this yet? OESE and OGC were working on this but we hadn't nailed it down yet as far as I know.

information on the calls to states:

as of today we've called IL,DC, ME, and MI (in progress)

information on posting of state plan revisions and approvals. We discussed doing a general TP and having more detail available if necessary.

The Secretary is posting the revisions and approvals in accordance with ESSA. (general TP needs a little more)
The public-review provision of Section 1111(a)(5) applies only to the approval of Title I individual plans under Section 1111 and not to approvals of consolidated plans under Section 8451. Indeed, Section 8451 in subsection d incorporates by reference the peer-review requirements of Section 1111(a)(4) but it does not incorporate the public-review requirement of Section 1111(a)(5). (more detailed TP to have as a background)

Categories Red Category

Attendees

Name <E-mail>	**Attendance**
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Required
	Anderson, Michael (OGC) <Michael.Anderson@ed.gov>	Required
	Menashi, Steven <Steven.Menashi@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Miceli, Roberta <roberta.miceli@ed.gov>	Required

Time 2:00 PM – 4:30 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Sunday, (b)(6)

Sho
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

AMERICAN OVERSIGHT

Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Optional
Walker, Kathryn <Kathryn.Walker@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional

Monday, Au

(b)(6)

Su
Show Ti
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

(b)(6)

Su
Show Tim
Categ
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

AMERICAN OVERSIGHT

Davis, Martha <Martha.Davis@ed.gov>	Required
Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Walker, Kathryn <Kathryn.Walker@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Optional

Time (b)(6)
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

(b)(6)

S
Show Ti
Cate
Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required

AMERICAN OVERSIGHT

	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Cassell, Mary I. EOP/OMB <Mary_I._Cassell@omb.eop.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject JB Calls Steve 12:30PM Alaska Time
Location Call JB's Conference Line
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject PHONE CALL: TN Plan
Location Jason's Conference Line
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, August 08, 2017

Time 2:00 PM – 3:00 PM
Subject Excellence in Government Fellows Program (EIG): Team 1derful Presentation
Location 6W100
Show Time As Tentative

As part the Excellence In Government Fellows Program, fellows are assigned to small groups to select and work on projects that support the Federal government's efforts to better serve its citizens. Our small group sought evidence-based recommendations for the most effective communication modalities for students who may experience food and/or housing insecurity while attending college. Using an online survey, we gathered some meaningful and diverse demographic data from today's postsecondary population regarding how they seek or receive actionable information when they are in need of housing and/or food assistance; how they rank their communication modality preferences; and what communication sources prove most and least helpful.
We would like to share our findings with you, and hope that you can attend our brief presentation on August 8, 2017, 2:00-3:00PM; LBJ-5C100.
Sincerely,

EIG Fellows: Sally Diamond, Barbara Hoblitzell, Laura Nishi, George Alan Smith, and Jamila Smith

Attendees

Name <E-mail>	Attendance
Smith, George.Alan <George.Alan.Smith@ed.gov>	Organizer
Ford, Kim R. <Kim.Ford@ed.gov>	Required

AMERICAN OVERSIGHT

Diamond, Sally <Sally.Diamond@ed.gov>	Required
Hoblitzell, Barbara <Barbara.Hoblitzell@ed.gov>	Required
Nishi, Laurel <Laurel.Nishi@ed.gov>	Required
Smith, Jamila <Jamila.Smith@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Optional
Pepin, Andrew <Andrew.Pepin@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
McLaughlin, John <John.McLaughlin@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Robertson, Elyse <Elyse.Robertson@ed.gov>	Optional

Time 3:00 PM – 4:00 PM
Subject Grants Reform Work Group
Location OUS Conference Room 7E312
Show Time As Tentative

Please let me know if this works for your schedule.

Attendees

Name <E-mail>	Attendance
Smith, Kathleen <Kathleen.Smith@ed.gov>	Organizer

Time 3:30 PM – 4:00 PM
Subject PHONE CALL: NM Secretary of Education Christopher Ruszkowski
Location Jason Botel's Conference Line
Show Time As Busy

Conference Call Information Jason Botel:

(b)(6)

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Wednesday, (b)(6)

Show Time As Free

Family in town moving Divine into Residence Hall

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

Time 11:30 AM – 1:00 PM

Subject BDV Summer BBQ

Location Outside Plaza

Show Time As Busy

Categories Red Category

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Thursday, A(b)(6)

S
Show Ti
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, August 11, 2017

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 8/4/2017 until 8/25/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Chris to call Jason re- TN
Location Phone

AMERICAN OVERSIGHT

Show Time As Busy

Attendees

Name <E-mail>	Attendance
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Monday, August 14, 2017

Time All Day

Subject CT-115

Show Time As Free

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 8:00 AM – 9:00 AM

Subject Specific Review of Grant Process Call In - (b)(6)

Location ous conference room - 7E312

Show Time As Busy

Per our last conversation we will use this time to go through, in more granular terms, the grants process. – I know this is early but it appears this is the only time everyone is available at the same time all week. J I will bring coffee J

(b)(6)
Kathleen has lead

Attendees

Name <E-mail>	Attendance
Smith, Kathleen <Kathleen.Smith@ed.gov>	Organizer
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Brickman, Michael <Michael.Brickman@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required

AMERICAN OVERSIGHT

	Ford, Kim R. <Kim.Ford@ed.gov>	Required
	Stanton, Craig <Craig.Stanton@ed.gov>	Required
	Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject TN State plan
Location 3w315
Show Time As Busy

(b)(6)

I was hoping with my message a few minutes ago to avoid having to meet again about this, but based on some emails already, I think we need to meet again about this. I don't think we are all on the same page, and I definitely don't feel I have a thorough enough understanding to go back to the State yet. I know it's short notice, so I hope everyone can make themselves available for this.

I think the outstanding questions are:

1. In general, does ESSA allow States to identify schools for Comprehensive Support based the aggregated performance of student groups, or does it require that States identify schools for Comprehensive Support based on the disaggregated performance of individual subgroups, including individual racial and ethnic groups?
2. If the answer to #1 is that ESSA requires States to identify schools for Comprehensive Support based on the disaggregated performance of individual subgroups, including individual racial and ethnic groups, in the current version of TN's proposed State plan, is TN proposing to identify schools for Comprehensive Support in a way that does not consider the disaggregated performance of individual racial and ethnic groups?
3. Either way, is TN proposing to identify schools for Targeted Support in a way that does not consider the disaggregated performance of individual racial and ethnic groups? (I think we are agreed that ESSA requires that States identify schools for Targeted Support based on the disaggregated performance of individual subgroups, including individual racial and ethnic groups)

Thanks!

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Simons, Jane <Jane.Simons@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional

Time 10:30 AM – 11:30 AM
Subject NOTES to CC & CR
Location Jason's Office
Show Time As Busy
-Records Management
-NJ Request
-Inventory
-CA Science Waiver
-Phising
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject MEET: State Plan Check In
Location Jason's Office 3W315
Show Time As Busy

AMERICAN OVERSIGHT

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEETING: PHONE CALL: JB WILL CALL Carissa
Show Time As Busy
Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Discuss Next Quarterly Performance Review
Location Joe's office (7W204)
Show Time As Busy

Hi Jason,

Joe and I would like to talk with you briefly about the agenda for the next Quarterly Performance Review (QPR) for the P-12 goal of the Strategic Plan. This QPR will bridge the FY14-18 Strategic Plan and the FY18-22 Strategic Plan that is underdevelopment now. A significant portion of it will also review POC accomplishments in FY17. Thank you!

Sincerely,
Erin

Note: Joe and I are happy to come to your office for this meeting too.

Attendees

Name <E-mail>	Attendance
McHugh, Erin <Erin.McHugh@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:00 PM – 2:30 PM
Subject MEETING: Reading is Fundamental
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Reading is Fundamental
Purpose: "RIF is eager to deepen our partnership with the Department on a number of fronts. For example, we're aware of the Secretary's current summer reading initiative and RIF would love to explore how we can support that effort with some of our summer reading literacy resources, a possible book donation for an event, etc. In addition, we're launching a new, free digital literacy platform with thousands of book resources in several weeks and would love to explore how we can work with the Department to offer these resources to your stakeholders and partner"
Date: August 14th 2PM-2:30PM
Location: Jason's Office

PARTICIPANTS
Alicia Levi, President & CEO
Ed DeLeon, Chief Program & Content Officer
Jennifer Moone, Director of Government & Community Relations

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 2:30 PM – 3:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: MC & JB Clearance Check In
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: PISA Data
Location Jason's Office 3W315
Attachments PC-Request.pdf
Show Time As Busy

Meeting Name: MEET: PISA Data
Purpose: To follow up on Peggy Carr's request [see attachment]
Location: Jason's Office

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject PHONE CALL: JB & PO
Location Peter WILL CALL Jason
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Meeting- Ebony and Jason
Location Ebony's Office
Show Time As Busy

Purpose: Check-in

Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Tuesday, August 15, 2017

Time 8:00 AM – 10:30 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject State Plan Discussion
Location 7W315- Josh's Office
Show Time As Busy

(b)(6)

Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required

Time 10:50 AM – 11:30 AM
Subject 10 minutes added pre call to discuss -- call with Alexander and Foxx staff re: Puerto Rico title I A, C, D allocation issue
Location OLCA Conference Room 6 W 338 - Please come at 10:50
Show Time As Tentative
Categories Red Category
Attendees

Name <E-mail>	Attendance
Dixon, Doris <Doris.Dixon@ed.gov>	Organizer
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required

AMERICAN OVERSIGHT

Cordes, Bill <Bill.Cordes@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Riddle, Paul <Paul.Riddle@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Stephenson, Todd <Todd.Stephenson@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject MEETING: Jodi Peterson NSTA-STEM Education Leaders
Location Jason's Office 3W315
Attachments OESE_Meeting_Request STEM Ed Coalition Jason Botel June 1 2017.docx
transition document FINAL.docx
Show Time As Busy

Meeting Name: MEETING: Jodi Peterson NSTA-STEM Education Leaders
Purpose: Review some of the issues important to the STEM education community and discuss how NSTA can be helpful to the Department of Education.
Location: Jason's Office

PROPOSED AGENDA
STEM K-12
STEM education in ESSA and budget
Office of STEM at the Dept. of Education

EXTERNAL PARTICIPANTS
David Evans, Executive Director, National Science Teachers Association (NSTA)
James Brown, Executive Director, STEM Education Coalition (federally registered lobbyist)

EXTERNAL POINT OF CONTACT
Name: Jodi Peterson
Title/Organization: National Science Teachers Association
Phone: 571 308 4949
Email: HYPERLINK "mailto:jpeterson@nsta.org" jpeterson@nsta.org

PROVIDED MATERIALS

AMERICAN OVERSIGHT

MEETING REQUEST FORM

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required

Time 11:30 AM – 12:00 PM

Subject MEETING: PHONE CALL: Joanne Weiss

Location JB WILL CALL Joanne (b)(6)

Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Joanne Weiss
Date: August 15th 11:30AM-Noon
Location: Phone Call

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

(b)(6)

Su

Show Ti

Cate

Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:00 PM – 12:30 PM

AMERICAN OVERSIGHT

Subject Meeting Name: MEET: Title I Staff Part 1
Location Jason's Office 3W315
Attachments Regulatory Section2 PR.docx
Show Time As Busy

Meeting Name: MEET: Title I Staff Part 1
Purpose: To discuss Title I regulations that can be rescinded.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: Bart Epstein
Location Jason's Office 3W315
Attachments OESE_Meeting_Request bart.pdf
Show Time As Busy

Meeting Name: MEETING: Bart Epstein
Purpose:
"As a nation, we spend approximately $13.2 billion per year on educational technologies. Too few of those dollars are driven by evidence of (1) "what works" and/or (2) what is likely to be a successful fit for a particular institution. Over the last year and a half, Jefferson Education, Digital Promise, and the University of Virginia recruited 150 of the nation's leading entrepreneurs, district leaders, philanthropists, researchers, teachers, and investors to form ten working groups that did real research into the structural barriers to better institutional decision-making; and what can be done to improve it. We are now building consensus about next steps from the perspective of the various stakeholders."
Date: August 15th 12:30PM

AMERICAN OVERSIGHT

Location: Jason's Office

PROVIDED MATERIALS
Over the last year, we gathered HYPERLINK "http://curry.virginia.edu/symposium/who-we-are/"150 of the nation's leading education entrepreneurs, academic researchers; district and university leaders; investors and philanthropists; and teachers and professors into these HYPERLINK "http://curry.virginia.edu/symposium/working-groups/"ten working groups. We then hired professional researchers (and graduate students) to provide research support for each working group as it investigated HYPERLINK "http://curry.virginia.edu/symposium/working-groups/"ten different issues related to the role of efficacy research in the development, funding, and procurement of EdTech.

At our recent Symposium, those 150 working group members, plus a hand-picked group of approximately 125 other education leaders convened to discuss these problems and debate specific actionable next steps that we can take to improve our education system. Here are four a blog post, two news items, and an essay about the event:

HYPERLINK "http://curry.virginia.edu/symposium/limited-evidence-edtech-everyone-agrees-isnt-fault/"Limited Evidence in Edtech: Everyone Agrees – It Isn't Their Fault - by Aubrey Francisco & Bart Epstein

HYPERLINK "https://www.the74million.org/article/8-billion-a-year-on-ed-tech-but-does-it-work-experts-call-for-better-research-at-unique-dc-symposium"$8 Billion a Year on Ed Tech, but Does It Work? Experts Call for Better Research at Unique D.C. Symposium – by Emmeline Zhao at The74.

HYPERLINK "https://www.the74million.org/article/showtheevide nce-building-a-movement-around-research-impact-in-ed-tech"Building a Movement Around Research, Impact in Ed Tech – by Aubrey Francisco, Bart Epstein, Gunnar Counselman, Katrina Stevens, Luyen Chou, Mahnaz Charania, Mark Grovic, Rahim Rajan, Robert Pianta, and Rebecca Griffiths

HYPERLINK "https://www.edsurge.com/news/2017-05-08-the-hard-truths-and-false-starts-about-edtech-efficacy-research"The Hard Truths and False Starts About Edtech Efficacy Research – by Michael Winters at EdSurge

MEETING REQUEST

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Tripp, Katharine <Katharine.Tripp@ed.gov>	Required
	Whitaker, Heather <Heather.Whitaker@ed.gov>	Required

Time 12:30 PM – 1:30 PM
Subject Board Games RecognizED Meet-Up
Location 4C101
Show Time As Tentative

REMINDER:
You're invited to a Board Games Meet-Up, presented by RecognizED!
Tuesday, August 15, 2017
12:30 p.m. to 1:30 p.m. ET
LBJ Building - 4C101
Join Charity Helton (OPE) for a Board Games Meet-Up!

Interested but can't attend this event? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.
Know someone who might be interested? Please forward this invite!

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences. RecognizED Meet-Ups encourage you to share your unique talents, interests, and hobbies; engage with colleagues in a new way; and connect as individuals.

For more information, please contact HYPERLINK "mailto:RecognizED@ed.gov"RecognizED@ed.gov.

Attendees

Name <E-mail>	**Attendance**
OESE.RecognizED <RecognizED@ed.gov>	Organizer
Adams, Bernadette <Bernadette.Adams@ed.gov>	Required
Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Required
Avery, Tawanda <Tawanda.Avery@ed.gov>	Required
Juanita.Baker@ed.gov <Juanita.Baker@ed.gov>	Required
Banks, Amy <Amy.Banks@ed.gov>	Required

AMERICAN OVERSIGHT

Amanda.Barney@ed.gov <Amanda.Barney@ed.gov>	Required
Barren, Morris <Morris.Barren@ed.gov>	Required
Bearden, Susan <Susan.Bearden@ed.gov>	Required
Blue, Brittany <Brittany.Blue@ed.gov>	Required
Bonner, Theanice (Contractor) <Theanice.Bonner@ed.gov>	Required
Booth, Lindsay <Lindsay.Booth@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Bradford, Sebrina <Sebrina.Bradford@ed.gov>	Required
Browning, Andrea <Andrea.Browning@ed.gov>	Required
Burton, Sharon <Sharon.Burton@ed.gov>	Required
Callins, Corrinne <Corrinne.Callins@ed.gov>	Required
Canty, Waquesha <Waquesha.Canty@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Required
Cleveland, Nichol <Nichol.Cleveland@ed.gov>	Required
Coffman, Lisa <Lisa.Coffman@ed.gov>	Required
Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Required
Collins, Carolyn <Carolyn.Collins@ed.gov>	Required
Collins, James <James.Collins@ed.gov>	Required
Connors de Laguna, Kathleen <Kathleen.ConnorsdeLaguna@ed.gov>	Required
Cook, Elise <Elise.Cook@ed.gov>	Required
Crabtree, Rachel <Rachel.Crabtree@ed.gov>	Required

AMERICAN OVERSIGHT

Crawford, Ray <Ray.Crawford@ed.gov>	Required
Cunningham, Phavy <Phavy.Cunningham@ed.gov>	Required
Davy, Shakir <Shakir.Davy@ed.gov>	Required
DeAlmeida-Law, Ava <Ava.M.DeAlmeida-Law@ed.gov>	Required
DeVos, Betsy <Betsy.DeVos@ed.gov>	Required
Didlo, Amie <Amie.Didlo@ed.gov>	Required
Dooley, Nicole <Nicole.Dooley@ed.gov>	Required
Dufresne, Bernard <Bernard.DuFresne@ed.gov>	Required
Dupree, Philnisha <Philnisha.Dupree@ed.gov>	Required
Fenwick, Beverly <Beverly.Fenwick@ed.gov>	Required
Fisher, Collette <Collette.Fisher@ed.gov>	Required
Fleming, Patrice <Patrice.Fleming@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Foster, Crystal <Crystal.Foster@ed.gov>	Required
Foster, Keila <Keila.Foster@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Gallup, Erik <Erik.Gallup@ed.gov>	Required
Gipson, Chaz <Chaz.Gipson@ed.gov>	Required
Goff, Jessica <Jessica.Goff@ed.gov>	Required
Hamilton, Josephine <Josephine.Hamilton@ed.gov>	Required
Hamlin, Michael <Michael.Hamlin@ed.gov>	Required
Hannestad, Katie <Katie.Hannestad@ed.gov>	Required
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required

AMERICAN OVERSIGHT

Harrison, Lisa <Lisa.Harrison@ed.gov>	Required
Harwarth, Irene <Irene.Harwarth@ed.gov>	Required
He, Angela <Angela.He@ed.gov>	Required
Helton, Charity <Charity.Helton@ed.gov>	Required
Hodgdon, Jane <Jane.Hodgdon@ed.gov>	Required
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Required
Joseph, Denise <Denise.Joseph@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
nalini.lamba.nieves@ed.gov <nalini.lamba.nieves@ed.gov>	Required
Leu, Sharon <Sharon.Leu@ed.gov>	Required
Lieth, Anna <Anna.Lieth@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Malico, Melinda <Melinda.Malico@ed.gov>	Required
Maraj, Ashley <Ashley.Maraj@ed.gov>	Required
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Required
McDonald-Lowe, Stacey <Stacey.McDonald-Lowe@ed.gov>	Required
McLaughlin, John <John.McLaughlin@ed.gov>	Required
McMillian-Roberts, Kathleen <Kathleen.McMillianRoberts@ed.gov>	Required
Medley, Joy <Joy.Medley@ed.gov>	Required
Mehrotra, Pavan <Pavan.Mehrotra@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Moore, ReShone <ReShone.Moore@ed.gov>	Required

AMERICAN OVERSIGHT

Morrisey, Jenay <Jenay.Morrisey@ed.gov>	Required
Mould, Jim <Jim.Mould@ed.gov>	Required
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required
Nordahl, Nicholas <Nicholas.Nordahl@ed.gov>	Required
Oberst, Megan <Megan.Oberst@ed.gov>	Required
Outlaw, Barbara <Barbara.Outlaw@ed.gov>	Required
Padgett, Jennifer <Jennifer.Padgett@ed.gov>	Required
Painter, Robyn <Robyn.Painter@ed.gov>	Required
Pugh, Catherine <Catherine.Pugh@ed.gov>	Required
Quesinberry, Elaine <Elaine.Quesinberry@ed.gov>	Required
Quiroz, Michael <Michael.Quiroz@ed.gov>	Required
Randolph, LaDawn <LaDawn.Randolph@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Robertson, Elyse <Elyse.Robertson@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Sathya, Soumya <Soumya.Sathya@ed.gov>	Required
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Shackel, Erin <Erin.Shackel@ed.gov>	Required
Smith, Andrew V. <Andrew.V.Smith@ed.gov>	Required

AMERICAN OVERSIGHT

Smith, Jamila <Jamila.Smith@ed.gov>	Required
Soo, David <David.Soo@ed.gov>	Required
Stabile, Bernardo <Bernardo.Stabile@ed.gov>	Required
Stern, Jacob <Jacob.Stern@ed.gov>	Required
Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Required
Tobin, Lisa <Lisa.Tobin@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Tucker, Michelle <Michelle.Tucker@ed.gov>	Required
Van Pelt, Steve <Steve.Van.Pelt@ed.gov>	Required
Vann, Angela <Angela.Vann@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Whitaker, Heather <Heather.Whitaker@ed.gov>	Required
White, April <April.White@ed.gov>	Required
White, Shavonney <Shavonney.White@ed.gov>	Required
White, Nicole <Nicole.White@ed.gov>	Required
Woodall, Casandra <Casandra.Woodall@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Yamashiro, Amy <Amy.Yamashiro@ed.gov>	Required
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required
Poirier, Kylie <Kylie.Poirier@ed.gov>	Optional
Mayer, Debbi <Debbi.Mayer@ed.gov>	Optional
Cressman, Victoria <Victoria.Cressman@ed.gov>	Optional

AMERICAN OVERSIGHT

	Carlo, John <John.Carlo@ed.gov>	Optional

Time 1:30 PM – 2:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Jason Botel / David Silver
Location Jason calls David's cell: (b)(6)
Show Time As Busy
Jason's cell just in case:
Attendees

Name <E-mail>	Attendance
Silver, David <DSilver@oaklandnet.com>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Carrie.Coxen@ed.gov <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: Phone Call-David Silver-Oakland
Location Jason WILL CALL David (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:30 PM – 5:00 PM
Subject BRIEFING: OK Superintendent Hofmeister
Show Time As Busy

Assumed Office: 1/12/2015
Elected by Popular Vote
Joy Hofmeister has been serving as Oklahoma's State Superintendent of Public Instruction since January 2015.
Hofmeister has led efforts to: pilot a plan in 2016 to provide the ACT for every high school junior in the State at no cost to students or districts; make changes to the State's A-F school accountability system; and ensure high-value assessment tools are used in the State.
The State's strategic goals include lowering remediation, raising graduation rates, and lifting educational achievement for all students with a keen eye on closing opportunity and equity gaps.

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEETING: PHONE CALL: OK Superintendent Joy Hofmeister
Location Jason WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: OK Superintendent Joy Hofmeister
Purpose: To check in to see how US Dept of Education can be supportive for the ESSA State Plan.
Date: August 15th 4:30PM-5PM Eastern// 3:30PM-4PM Central
Location: Phone Call

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
treasure.morgan@sde.ok.gov <treasure.morgan@sde.ok.gov>	Required

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Wednesday, August 16, 2017

Time 9:30 AM – 10:00 AM
Subject MEETING: COFFEE: Jess Langhaim

AMERICAN OVERSIGHT

Location Starbucks
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: Planning Meeting For Employee Performance, Talents & Skills
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Employee Performance, Talents & Skills
Purpose: 1st Planning meeting to review employee performance, talents & skills.
Location: Jason's Office

NOTE: Start by talking about the top level managers, and then the folks who report up to them, and then the folks who report up to them, etc.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject BRIEFING: CFP Foundation

AMERICAN OVERSIGHT

Attachments College Football Foundation Quick Facts.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Jason Botel (ED)/Britton Banowsky (CFP Foundation) Intro Call
Location JB to call BB @ (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Britton Banowsky <bbanowsky@cfp-foundation.org>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Weekly Update/Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:00 PM – 1:00 PM
Subject "Leadership and the Ego" RecognizED Meet-Up
Location 2W240-20
Show Time As Busy

We look forward to seeing you in Room 2W240-20 at 12pm. For those who are teleworking or want to participate from a regional office, the call-in information is below:

AMERICAN OVERSIGHT

(b)(6)

You're invited to "Leadership and the Ego" Meet-Up, presented by RecognizED!

Wednesday, August 16, 2017
12:00 p.m. to 1:00 p.m. ET
LBJ Building - 2W240-20
Join Acting Assistant Secretary for OESE, Jason Botel, for a discussion of Leadership and the Ego!

Interested but can't attend this kick-off? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.
Know someone who might be interested? Please forward this invite!

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences. RecognizED Meet-Ups encourage you to share your unique talents, interests, and hobbies; engage with colleagues in a new way; and connect as individuals.

For more information, please contact HYPERLINK "mailto:RecognizED@ed.gov"RecognizED@ed.gov.

Attendees	Name <E-mail>	Attendance
	OESE.RecognizED <RecognizED@ed.gov>	Organizer
	Adams, Bernadette <Bernadette.Adams@ed.gov>	Required
	Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
	Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Required
	Avery, Tawanda <Tawanda.Avery@ed.gov>	Required
	Juanita.Baker@ed.gov <Juanita.Baker@ed.gov>	Required
	Banks, Amy <Amy.Banks@ed.gov>	Required
	Amanda.Barney@ed.gov <Amanda.Barney@ed.gov>	Required
	Barren, Morris <Morris.Barren@ed.gov>	Required
	Bearden, Susan <Susan.Bearden@ed.gov>	Required
	Blue, Brittany <Brittany.Blue@ed.gov>	Required

AMERICAN OVERSIGHT

Bonner, Theanice (Contractor) <Theanice.Bonner@ed.gov>	Required
Booth, Lindsay <Lindsay.Booth@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Bradford, Sebrina <Sebrina.Bradford@ed.gov>	Required
Browning, Andrea <Andrea.Browning@ed.gov>	Required
Burton, Sharon <Sharon.Burton@ed.gov>	Required
Callins, Corrinne <Corrinne.Callins@ed.gov>	Required
Canty, Waquesha <Waquesha.Canty@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Required
Cleveland, Nichol <Nichol.Cleveland@ed.gov>	Required
Coffman, Lisa <Lisa.Coffman@ed.gov>	Required
Cohen-Boyer, Gillian <Gillian.Cohen@ed.gov>	Required
Collins, Carolyn <Carolyn.Collins@ed.gov>	Required
Collins, James <James.Collins@ed.gov>	Required
Connors de Laguna, Kathleen <Kathleen.ConnorsdeLaguna@ed.gov>	Required
Cook, Elise <Elise.Cook@ed.gov>	Required
Crabtree, Rachel <Rachel.Crabtree@ed.gov>	Required
Crawford, Ray <Ray.Crawford@ed.gov>	Required
Cunningham, Phavy <Phavy.Cunningham@ed.gov>	Required
Davy, Shakir <Shakir.Davy@ed.gov>	Required
DeAlmeida-Law, Ava <Ava.M.DeAlmeida-Law@ed.gov>	Required

AMERICAN OVERSIGHT

DeVos, Betsy <Betsy.DeVos@ed.gov>	Required
Didlo, Amie <Amie.Didlo@ed.gov>	Required
Dooley, Nicole <Nicole.Dooley@ed.gov>	Required
Dufresne, Bernard <Bernard.DuFresne@ed.gov>	Required
Dupree, Philnisha <Philnisha.Dupree@ed.gov>	Required
Fenwick, Beverly <Beverly.Fenwick@ed.gov>	Required
Fisher, Collette <Collette.Fisher@ed.gov>	Required
Fleming, Patrice <Patrice.Fleming@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Foster, Crystal <Crystal.Foster@ed.gov>	Required
Foster, Keila <Keila.Foster@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Gallup, Erik <Erik.Gallup@ed.gov>	Required
Gipson, Chaz <Chaz.Gipson@ed.gov>	Required
Goff, Jessica <Jessica.Goff@ed.gov>	Required
Hamilton, Josephine <Josephine.Hamilton@ed.gov>	Required
Hamlin, Michael <Michael.Hamlin@ed.gov>	Required
Hannestad, Katie <Katie.Hannestad@ed.gov>	Required
Harper, Geoffrey <Geoffrey.Harper@ed.gov>	Required
Harrison, Lisa <Lisa.Harrison@ed.gov>	Required
Harwarth, Irene <Irene.Harwarth@ed.gov>	Required
He, Angela <Angela.He@ed.gov>	Required
Helton, Charity <Charity.Helton@ed.gov>	Required

AMERICAN OVERSIGHT

Hodgdon, Jane <Jane.Hodgdon@ed.gov>	Required
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Required
Joseph, Denise <Denise.Joseph@ed.gov>	Required
Jung, Britt <Britt.Jung@ed.gov>	Required
nalini.lamba.nieves@ed.gov <nalini.lamba.nieves@ed.gov>	Required
Leu, Sharon <Sharon.Leu@ed.gov>	Required
Lieth, Anna <Anna.Lieth@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Malico, Melinda <Melinda.Malico@ed.gov>	Required
Maraj, Ashley <Ashley.Maraj@ed.gov>	Required
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Required
McDonald-Lowe, Stacey <Stacey.McDonald-Lowe@ed.gov>	Required
McLaughlin, John <John.McLaughlin@ed.gov>	Required
McMillian-Roberts, Kathleen <Kathleen.McMillianRoberts@ed.gov>	Required
Medley, Joy <Joy.Medley@ed.gov>	Required
Mehrotra, Pavan <Pavan.Mehrotra@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Moore, ReShone <ReShone.Moore@ed.gov>	Required
Morrisey, Jenay <Jenay.Morrisey@ed.gov>	Required
Mould, Jim <Jim.Mould@ed.gov>	Required
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Required
Newman, Sarah <Sarah.Newman@ed.gov>	Required

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Nordahl, Nicholas <Nicholas.Nordahl@ed.gov>	Required
Oberst, Megan <Megan.Oberst@ed.gov>	Required
Outlaw, Barbara <Barbara.Outlaw@ed.gov>	Required
Padgett, Jennifer <Jennifer.Padgett@ed.gov>	Required
Painter, Robyn <Robyn.Painter@ed.gov>	Required
Pugh, Catherine <Catherine.Pugh@ed.gov>	Required
Quesinberry, Elaine <Elaine.Quesinberry@ed.gov>	Required
Quiroz, Michael <Michael.Quiroz@ed.gov>	Required
Randolph, LaDawn <LaDawn.Randolph@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Robertson, Elyse <Elyse.Robertson@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Sathya, Soumya <Soumya.Sathya@ed.gov>	Required
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Shackel, Erin <Erin.Shackel@ed.gov>	Required
Smith, Andrew V. <Andrew.V.Smith@ed.gov>	Required
Smith, Jamila <Jamila.Smith@ed.gov>	Required
Soo, David <David.Soo@ed.gov>	Required
Stabile, Bernardo <Bernardo.Stabile@ed.gov>	Required
Stern, Jacob <Jacob.Stern@ed.gov>	Required

AMERICAN OVERSIGHT

Stokes-Beverley, Christine <Christine.Stokes-Beverley@ed.gov>	Required
Tobin, Lisa <Lisa.Tobin@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Tucker, Michelle <Michelle.Tucker@ed.gov>	Required
Van Pelt, Steve <Steve.Van.Pelt@ed.gov>	Required
Vann, Angela <Angela.Vann@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Whitaker, Heather <Heather.Whitaker@ed.gov>	Required
White, April <April.White@ed.gov>	Required
White, Shavonney <Shavonney.White@ed.gov>	Required
White, Nicole <Nicole.White@ed.gov>	Required
Woodall, Casandra <Casandra.Woodall@ed.gov>	Required
Woodley, Danita <Danita.Woodley@ed.gov>	Required
Yamashiro, Amy <Amy.Yamashiro@ed.gov>	Required
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Required
Okahara, Kim <Kim.Okahara@ed.gov>	Optional
Hunter, Tina <Tina.Hunter@ed.gov>	Optional
Anderson, Melika <Melika.Anderson@ed.gov>	Optional
Banagan, Vickie <Vickie.Banagan@ed.gov>	Optional
Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Chin, David <David.Chin@ed.gov>	Optional
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Optional

AMERICAN OVERSIGHT

Dent, Brandon <Brandon.Dent@ed.gov>	Optional
Diggs, Vernice <Vernice.Diggs@ed.gov>	Optional
Giusti, Alda <Alda.Giusti@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
Kalnasy, Debbie <Debbie.Kalnasy@ed.gov>	Optional
Keefer, John <John.Keefer@ed.gov>	Optional
Lovitt, Brittney <Brittney.Lovitt@ed.gov>	Optional
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Morrisey, Shane <Shane.Morrisey@ed.gov>	Optional
Nataniel, Luis <Luis.Nataniel@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Warner, Delores <Delores.Warner@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Poirier, Kylie <Kylie.Poirier@ed.gov>	Optional
Conaty, Joe <Joseph.Conaty@ed.gov>	Optional

Time 12:00 PM – 1:00 PM
Subject RecognizED Meet-Up
Location 2W240-20
Show Time As Busy

Update on 07-20-2017: The Office of Management's conference room (2W240-20) is tentatively confirmed for the Meet-up on Wednesday, August 16, 2017. However, in the event OM schedules a meeting the

AMERICAN OVERSIGHT

back-up conference room will be 6C100.

Hello Jason,

Thank you very much for agreeing to lead a Meet-Up on Wednesday, August 16th at 12:00pm. We are extremely grateful for your willingness to share your time, as well as a skill, hobby, or interest in the name of employee engagement at the Department! Carrie was gracious enough to assist us in determining this date and time. I will share further information soon, but in the meantime, I welcome you and/or Carrie to reach out to me should you have any questions.

Thank you and regards,
Pathways to Leadership (PTL) Group 4

Background:
RecognizED Meet-Ups are an employee engagement initiative developed by five Department staff. Utilizing the framework of similar employee engagement initiatives at the State Department and Google, RecognizED Meet-Ups are intended to foster employee interest in one another through a series of peer-to-peer learning opportunities. Meet-Ups encourage staff to share their unique knowledge, talents, interests, and hobbies; engage with colleagues in a new way; and connect as individuals. Another overarching goal of the program is to increase employee engagement and retention, while providing staff an opportunity to display leadership skills and network with others.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Didlo, Amie <Amie.Didlo@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Joseph, Denise <Denise.Joseph@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Dooley, Nicole <Nicole.Dooley@ed.gov>	Required
Dufresne, Bernard <Bernard.DuFresne@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional

Time 1:00 PM – 1:30 PM
Subject DE Discussion at 1:00
Location Jason's Office - 3W315
Show Time As Busy

AMERICAN OVERSIGHT

Please see call-in information:

(b)(6)

Attendees	Name <E-mail>	Attendance
	Chism, Monique <Monique.Chism@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Miceli, Roberta <roberta.miceli@ed.gov>	Required
	Rooney, Patrick <patrick.rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Simons, Jane <Jane.Simons@ed.gov>	Required
	Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Optional

Time 1:30 PM – 2:00 PM
Subject MEETING: PHONE CALL: CA Superintendent Tom Torlakson
Location Superintendent Torlakson WILL CALL JB Conference Line
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: CA Superintendent Tom Torlakson
Purpose: To discuss California Science Waiver Request.
Date: August 16th 1:30PM Eastern

Conference Call Information Jason Botel:

(b)(6)

Tom Torlakson
State Superintendent of Public Instruction
Assumed Office: 1/3/2011
Elected by Popular Vote

Tom Torlakson was re-elected to a second four-year term as the State Superintendent of Public Instruction in November 2014.

· The Superintendent recently announced that California's graduation rate increased for the seventh year in a row in 2016, to 83.2 percent.

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California is transitioning to new science general and alternate assessments. CDE submitted a science assessment waiver request to ED in 2016 that would allow the State not to have full science assessment results for multiple years as it transitions to new assessments. ED denied this request in January 2017, but extended an offer to CDE in March to submit a one-year waiver request. Although CDE seemed interested, the State has not yet submitted such a waiver.

^^ Update from Nkemjika [In the last sentence of the last bullet, it states that they did not submit a waiver, however, they did this on April 28 of this year. Please note that we went back and forth with CA a bit on the addition of alternate assessments being included in the waiver request and they eventually acquiesced which lead to the one year approval letter.]

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional

Time 2:00 PM – 3:00 PM

Subject Lunch w/ Katie-Last Day

Show Time As Busy

Categories Orange Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Washington, Mark <Mark.Washington@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL: MN Commissioner of Education Brenda Cassellius
Location JB WILL CALL Cassellius (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: MN Commissioner of Education Brenda Cassellius
Purpose: To check in on state plan.
Date: August 16th 4PM Eastern
Location: Phone Call

NOTE: The Secretary reached out to the Mayor of Minneapolis last month.

Assumed office: 12/31/2010
Appointed by Governor
Commissioner Cassellius has served as a classroom teacher, district administrator and superintendent in school districts in Minnesota and Tennessee prior to assuming her role as Commissioner of Education. In her role as Commissioner, Dr. Cassellius was instrumental in getting alternative licensure laws, principal and teacher evaluation laws and increased funding passed.

AMERICAN OVERSIGHT

Dr. Cassellius is known for leading reform efforts that put students first and result in improved outcomes.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: Nick Hahn & Jason
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Nick Hahn & Jason
Purpose: To connect Nick and Jason with regards to remarks at Melissa's request.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Hahn, Nicholas <Nicholas.Hahn@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Optional
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional

Time 6:00 PM – 6:30 PM
Subject ESEA Waivers 2011-2016
Location Jason's Office 3W315
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required

AMERICAN OVERSIGHT

Thursday, August 17, 2017

Time 9:00 AM – 9:30 AM
Subject MEET: 9-MW Town Hall Process
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: 9-MW Town Hall Process
Purpose: To discuss and agree on next and final steps for town hall process update and planning.
Location: Jason's Office

Mark-Please invite additional people who need to attend this meeting!

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 12:00 PM
Subject MEETING: Provision of HBCU EO Elementary & Secondary-Next Steps
Location LBJ WDCFB6-3W336
Attachments Presidential Executive Order on The White House Initiative to Promote Excell.pdf
Show Time As Busy

Meeting Name: MEETING: Provision of HBCU EO Elementary & Secondary-Next Steps

AMERICAN OVERSIGHT

Purpose: To discuss next steps with provision of HBCU regarding elementary & secondary.
Date: August 15th 11AM-Noon
Location: LBJ WDCFB6-3W336

EXECUTIVE ORDER

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
McMahan, Arthur <Arthur.McMahan@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Ja'Ron.K.Smith@who.eop.gov <Ja'Ron.K.Smith@who.eop.gov>	Required
Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>	Optional
Fergusson, Tammi <Tammi.Fergusson@ed.gov>	Optional

Time 12:00 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:30 PM – 2:00 PM
Subject MEET: USDS-Comp Centers
Location Jason's Office 3W315
Attachments Comprehensive Centers SEA Survey Draft - 8.2.2017.docx
Show Time As Busy

Meeting Name: MEET: USDS-Comp Centers
Purpose: To discuss how USDS might go about helping us gather input from States regarding Comprehensive Centers
Location: Jason's Office

Chris-Please invite anyone additional you would like.

MATERIALS

https://www2.ed.gov/about/overview/budget/budget18/justifications/c-sip.pdf (starting on page C-66 is the performance information for the Comp Centers)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Chris <Chris.Johnston@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Cantrell, David (David.Cantrell@ed.gov) <David.Cantrell@ed.gov>	Optional
Ponce, Carola <Carola.Ponce@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional

Time 2:00 PM – 3:00 PM
Subject 1% Assess Waiver Process
Location Jason's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Richey, Kimberly <Kimberly.Richey@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Time	3:00 PM – 3:30 PM
Subject	MEETING: New Meeting
Location	Jason's Office 3W315
Show Time As	Busy
Categories	Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Miceli, Roberta (Roberta.Miceli@ed.gov) <Roberta.Miceli@ed.gov>	Optional
Rooney, Patrick (Patrick.Rooney@ed.gov) <Patrick.Rooney@ed.gov>	Optional
Chism, Monique (Monique.Chism@ed.gov) <Monique.Chism@ed.gov>	Optional
Hunter, Tina (Tina.Hunter@ed.gov) <Tina.Hunter@ed.gov>	Optional

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Time	3:30 PM – 5:00 PM
Subject	conversation about recent events
Location	LBJ 2nd Floor – Conference Room 2W240-20
Show Time As	Tentative

Update:
Added Room Number ~ LBJ 2nd Floor – Conference Room 2W240-20

Monique et al,
Thanks. I am just putting this on our calendars for those who responded already. I am sure I will hear from others; I will forward this invite to them as I hear from them.
Denise, can you please check into room availability?

I know that this time may not work equally well for all, but do come for any part of it that you can.
Thanks in advance,
...Joe...

Attendees

Name <E-mail>	Attendance
Conaty, Joe <Joseph.Conaty@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
McHugh, Erin <Erin.McHugh@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Carter, Denise <Denise.Carter@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Miller, Meredith <Meredith.Miller@ed.gov>	Required
Trettin, Sara <Sara.Trettin@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Optional
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Optional
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional
Betka, Sue <Sue.Betka@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
Chew, Michael <Michael.Chew@ed.gov>	Optional
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Optional
Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Optional

Time 4:30 PM – 5:00 PM
Subject Meeting Name: MEET: Title I Staff Part 2
Location Jason's Office 3W315

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Attachments Regulatory Section2 PR.docx
Show Time As Busy

Meeting Name: MEET: Title I Staff Part 2

Purpose: To discuss Title I regulations that can be rescinded.

Location: Jason's Office

Conference Call Information Jason Botel:

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required

Friday, August 18, 2017

Time 8:30 AM – 9:00 AM
Subject BRIEFING: MA Commissioner
Attachments Massachusetts Academic Achievement Indicator TPs 8-17-17v2.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Putney, LaTisha (Latisha.Putney@ed.gov) <Latisha.Putney@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

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Time 8:30 AM – 9:00 AM
Subject MEETING: PHONE CALL: MA Acting Commissioner of Education Jeff Wulfson
Location Jason WILL CALL Commissioner Wulfson 617-645-7794
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: MA Acting Commissioner of Education Jeff Wulfson
Date: August 18th 8:30AM-9AM
Location: Jason WILL CALL Commissioner Wulfson 617-645-7794

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Putney, LaTisha (Latisha.Putney@ed.gov) <Latisha.Putney@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
jwulfson@doe.mass.edu <jwulfson@doe.mass.edu>	Required

Time 8:30 AM – 12:00 PM
Subject Group Assessment Facilitation w/ Leah Kedar - OESE Professional Development Series for Leaders
Location WDCFB6-3C100
Show Time As Busy

Follow up facilitation after individual interviews.

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Randall, Valerie <Valerie.Randall@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

AMERICAN OVERSIGHT

	Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
	Smith, Danielle <Danielle.Smith2@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Wells, Michael <Michael.Wells@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Optional

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 8/4/2017 until 8/25/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Debrief approval letter release process (so far)
Location Jason's Office 3W315; Dial-in: 1-866-732-0811;9449103#
Show Time As Busy
(b)(6)

Agenda:

-Kudos on 6 successful approvals so far; 11 remain; schedule for upcoming approvals
-Review tick-tock from most recent release; identify changes or improvements
-Debrief state highlights/press release development
-Discuss advance notifications for SEA comms staff

AMERICAN OVERSIGHT

-Discuss posting documents to web
-Any other topics the group wishes to discuss in time remaining

Attendees	Name <E-mail>	Attendance
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
	Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
	Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Ferguson, Gillum <Gillum.Ferguson@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: CA Charter LEA Coding Issue
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: CA Charter LEA Coding Issue
Purpose: To discuss CA Charter LEA Coding Issue.
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Newman, Sarah <Sarah.Newman@ed.gov>	Required
Cantrell, David (David.Cantrell@ed.gov) <David.Cantrell@ed.gov>	Optional

---

Time 2:00 PM – 3:00 PM
Subject MEETING: Catherine Brown
Location Starbucks (b)(6)
Show Time As Busy

HYPERLINK "https://cdn.americanprogress.org/wp-content/uploads/2014/06/10153949/Catherine_Brown_2 00x300.jpg"
HYPERLINK "https://cdn.americanprogress.org/wp-content/uploads/2014/06/10153949/Catherine_Brown_6 00x900.jpg"
Expertise: Early childhood education, K-12 education
Catherine Brown is the vice president of Education Policy at American Progress. Previously, Brown served as the vice president of policy at Teach for America and as a senior consultant for Leadership for Educational Equity. Prior to her role at Teach for America, Brown served as senior education policy adviser for the House Committee on Education and Labor, where she advised Chairman George Miller (D-CA). In 2008, Brown served as the domestic policy adviser for presidential candidate Hillary Clinton.
Earlier in her career, Brown directed Teach for America's Early Childhood Initiative and served as a legislative assistant for both then-Sen. Hillary Clinton (D-NY) and Rep. Jim Langevin (D-RI), as well as a research assistant at Mathematica Policy Research in New Jersey. Brown received her bachelor's degree from Smith College and holds a master's in public policy from the Kennedy School of Government at Harvard University.
https://www.americanprogress.org/about/staff/brown-catherine/bio/
^Link has several education pieces by her

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: PHONE CALL: Ashley Berner JHU
Location JB WILL CALL Ashley (b)(6)
Attachments Federal Approach to Pluralism and Accountaibility.pdf
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Ashley Berner JHU
Purpose: Follow Up
Location: Phone Call

MATERIALS

AMERICAN OVERSIGHT

Categories	Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	3:30 PM – 4:00 PM
Subject	MEET: State Plan Alignment Part 1
Location	Jason's Office 3W315
Show Time As	Busy

Meeting Name: MEET: State Plan Alignment Part 1
Purpose: Meet to coordinate efforts regarding state plan approvals for DC, IL, MI, OR, TN, VT and ME for week of 8/21.
Location: Jason's Office 3W315

AGENDA
DUE TO EXEC SEC NEXT WED*: DC, IL
DUE NEXT THURS: MI, OR, TN, VT
DUE NEXT FRI: ME, ND
*Based on 5 working day in advance

1. Update:
a. Waiting on resubmit: IL, TN, VT, ND
b. Issues pending: DC, MI, TN
c. Under review: ME
2. Note short turnaround for VT, ND (<2 days for VT, 3 for ND, <4 for TN)
3. Closeout DC issue
4. Discuss MI next steps
5. Update TN
6. MA update (time permitting)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Time	4:00 PM – 4:30 PM
Subject	MEETING: PHONE CALL: Dan Domenech
Location	Jason WILL CALL Dan (b)(6)
Show Time As	Busy
	Meeting Name: MEETING: PHONE CALL: Dan Domenech Date: August 18th 4PM-4:30PM Location: Jason WILL CALL Dan (b)(6)
Categories	Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	4:30 PM – 5:00 PM
Subject	MEETING: PHONE CALL: TN Commissioner of Education Candice McQueen
Location	Jason WILL CALL the Commissioner at 615-390-2954
Show Time As	Busy
	Meeting Name: MEETING: PHONE CALL: TN Commissioner of Education Candice McQueen Purpose: Call with Jason Botel on ESSA State Plan. Date: August 18th 4:30PM Eastern// 3:30PM Central
Categories	Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
candice.mcqueen@tn.gov <candice.mcqueen@tn.gov>	Required
janice.mann@tn.gov <janice.mann@tn.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Required

AMERICAN OVERSIGHT

Monday, (b)(6)

Show
C
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Miceli, Roberta <roberta.miceli@ed.gov>	Required
Rooney, Patrick <patrick.rooney@ed.gov>	Required

Time 8/21/2017 12:00 AM – 8/24/2017 12:00 AM
Subject Tina at Training
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time (b)(6)
Subjec
Show Time A
Categorie
Attendees

Name <E-mail>	Attendance
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject MEET: QPR/ FY17/ FOIA
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: QPR/ FY17/ FOIA
Purpose: To discuss the OPR QPR due on August 22nd, FY17 personnel financial projections and open FOIA requests.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

NOTE: Mark please forward this invitation to any additional folks you believe should be in this meeting.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject One-on-One telelphonic interview with Jason Botel
Location See contact info. below
Show Time As Busy

Rescheduled from 8/15*

Jason Botel
(b)(6)

Attendees

Name <E-mail>	Attendance
Johnston, Michael <Michael.Johnston@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Leah Kedar <lkedar@kedargroup.com>	Required
	Adam Mutschler <adam@kedargroup.com>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Optional
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Pastor King
Location JB WILL CALL Pastor King 443-847-2018
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Pastor King

Date: August 21st 2:30PM-3PM

Location: JB WILL CALL Pastor King
Categories Purple Category

Time 12:00 PM – 1:00 PM
Subject Office Time-Do Not Move
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Jason & Chris Check In
Location Jason's Office
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:00 PM – 4:00 PM

AMERICAN OVERSIGHT

Subject Solar Eclipse! 1:17 Partial 2:42 Max 4:01 Partial
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Tina shows Jason how to Complete an Individual Development Plan for Supervisors as listed in TMS
Location 3w315
Show Time As Busy
Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL: MT Superintendent of Public Instruction Elsie Arntzen
Location JB WILL CALL Superintendent Arntzen Conference Line
Show Time As Busy
Meeting Name: MEETING: PHONE CALL: MT Superintendent of Public Instruction Elsie Arntzen
Purpose: To talk about how to support ESSA State Plan.
Date: August 21st 4PM-4:30PM
Location: Phone Call

(b)(6)

PARTICIPANTS

AMERICAN OVERSIGHT

Superintendent Arntzen
Deputy Superintendent, Dr. Tim Tharp
Susie Hedalen, Director of ESSA
Dylan Klapmeier, Communications Director on this call.

BRIEFING
Assumed Office: 1/2/2017
Elected by Popular Vote
Elsie Arntzen was elected as the Office of Public Instruction (OPI) Superintendent in November 2016. She is actively reviewing existing MT Departmental policies as a part of her new position.
Montana OPI (under previous Chief) submitted their Consolidated State Plan on December 27, 2016 to be considered for the April 3rd window. After the March 13th communication from the Department, they recalled their state plan and will submit in September 2017.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Tuesday, (b)(6)

Show
C

Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Giusti, Alda <Alda.Giusti@ed.gov>	Required

AMERICAN OVERSIGHT

Time 8:00 AM – 11:00 AM
Subject jason offsite
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 4:00 PM
Subject REMINDER: Change the Game: Why Bias and Equity Matter - OESE Professional Development Series for Leaders (TUESDAY 8/22/17)
Location TDC 1W128
Show Time As Tentative

8/22/17 UPDATE: Room Change – 1W128

8/21/17 – Colleagues: Just a reminder about this training tomorrow. This will be the last in-person session with Leah for this series. Snacks will be provided in the morning and after segments, and lunch will be on your own. The afternoon session will include a real treat, so don't miss out! Leah will also share the results of her assessment, following the interviews that have been completed to date. If you have not yet scheduled or completed an interview with Leah or Adam, please contact Stacie Jackson to do so.

ALSO…PLEASE complete the survey for whatever sessions you have attended thus far. Your feedback is very helpful. Please complete the surveys by Friday, August 25th.

FINALLY – If you still need to take FIRO-B or obtain the analysis from it, DARRYL SPIVEY will be back in LBJ on Thursday, August 24th between 9:00 a.m. – 4:30 p.m. Please contact Stacie if you need to meet with Darryl to obtain an overview of your results, have additional questions about how to apply your results as you lead your teams, or are interested in discussing any other management development issues of interest to you. This will be Darryl's last in-person session for this series. Darryl will provide a webinar at the end of the series (which you can watch anytime by October 15th), and will also leave a capstone of materials that will bridge this series with future PD sessions in FY18. Just think "sequel"… See you tomorrow.

Seminar on understanding and managing with an awareness of unconscious biases, equitable distribution of work, and other impediments to real opportunity for employees. With Leah Kedar.

Attendees

Name <E-mail>	Attendance
Washington, Mark <Mark.Washington@ed.gov>	Organizer
Baggett, Madeline <Madeline.Baggett@ed.gov>	Required

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Carr, Patrick <Patrick.Carr@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Clark, Jane <Jane.Clark@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Garcia, Bernard <Bernard.Garcia@ed.gov>	Required
Hall, Marilyn <Marilyn.Hall@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Kesner, Paul <Paul.Kesner@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Required
Peasley, Donald <Donald.Peasley@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required

AMERICAN OVERSIGHT

Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Required
Randall, Valerie <Valerie.Randall@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
Wells, Michael <Michael.Wells@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Required
lkedar@kedargroup.com <lkedar@kedargroup.com>	Optional

Time 12:30 PM – 1:00 PM
Subject Fellow Meeting
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

AMERICAN OVERSIGHT

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject TRAINING: JB Attends Leah Kedar
Show Time As Busy
Categories Green Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Checkin BTS 10 Mins
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time
Subject
Show Time As
Categories

(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:45 PM – 4:00 PM
Subject MEETING: PHONE CALL: HI Superintendent of Education Christina M. Kishimoto
Location Jason WILL CALL 808-586-3310
Show Time As Tentative

Meeting Name: MEETING: PHONE CALL: HI Superintendent of Education Christina M. Kishimoto
Purpose: To check in about HI's state plan.
Date: August 22nd 3:45PM Eastern// 9:45AM Hawaii-Aleutian

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
claudia_asato-onaga@notes.k12.hi.us <claudia_asato-onaga@notes.k12.hi.us>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
christina_kishimoto@notes.k12.hi.us <christina_kishimoto@notes.k12.hi.us>	Required
Christina_Kishimoto/SUPT/HIDOE@notes.k12.h i.us <Christina_Kishimoto/SUPT/HIDOE@notes.k12.h i.us>	Optional
Claudia_Asato-Onaga/SUPT/HIDOE@notes.k12.hi.us <Claudia_Asato-Onaga/SUPT/HIDOE@notes.k12.hi.us>	Optional
Kendra_Oishi/OSIP/HIDOE@notes.k12.hi.us <Kendra_Oishi/OSIP/HIDOE@notes.k12.hi.us>	Optional

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Time 4:00 PM – 4:30 PM
Subject 19 OMB Request for School Safety National Activities
Location 5W313 and Conference Line (in message)
Show Time As Busy

All

We would like to discuss our draft 19 request to OMB and which activities we will propose under school safety national activities. As you know, we currently have $68 million for School Safety National Activities in our draft FY 2019 budget request to OMB. With nearly all currently funded activities under this program winding up in FY 2018, we have a clean slate for FY 2019. As shown below, the authority is

AMERICAN OVERSIGHT

very broad and does not require any specific activities.

SEC. 4631. ø20 U.S.C. 7281¿ NATIONAL ACTIVITIES FOR SCHOOL SAFETY.

(a) PROGRAM AUTHORIZED.—
(1) IN GENERAL.—From the funds reserved under section 4601(b)(1), the Secretary—

(A) shall use a portion of such funds for the Project School Emergency Response to Violence program (in this section referred to as ''Project SERV''), in order to provide education-related services to eligible entities; and

(B) may use a portion of such funds to carry out other activities to improve students' safety and well-being, during and after the school day, under this section directly or through grants, contracts, or cooperative agreements with public or private entities or individuals, or other Federal agencies, such as providing technical assistance to States and local educational agencies carrying out activities under this section or conducting a national evaluation.

Conference Line
Office: Budget Service
(b)(6)

For Erica: 8034459

Thanks, Erica

Attendees	**Name <E-mail>**	**Attendance**
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Cordes, Bill <Bill.Cordes@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Optional

AMERICAN OVERSIGHT

	Cohen, Larry <Larry.Cohen@ed.gov>	Optional

Wednesday, August 23, 2017

Time 9:30 AM – 10:00 AM
Subject MEET: Fellows TAF/PAF
Location Jason's Office 3W315
Show Time As Busy

Conference Call Information Jason Botel:
(b)(6)

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Dixon, Cindy <Cindy.Dixon@ed.gov>	Required
	Dedert, Mitchell <Mitchell.Dedert@ed.gov>	Optional

Time 10:00 AM – 11:00 AM
Subject BRIEFING: ERS
Attachments ERS-Jason Botel conversation 082317.pptx
Show Time As Busy

AGENDA

ESSA Per Pupil Reporting Requirement
Overview of our work to support
Emerging observations/lessons
Weighted Student Funding
Overview of current work supporting design & implementation
ERS SBB Toolkit & Convening
ESSA Resource Study Requirement
ERS perspective on critical success factors & watchouts
What else?

AMERICAN OVERSIGHT

MATERIALS

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:00 AM – 11:00 AM

Subject Call - Karen Miles and Jonathan Travers (ERS) with Jason Botel

Location (b)(6)

Show Time As Busy

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Karen Hawley Miles <kmiles@erstrategies.org>	Organizer
Jonathan Travers <jtravers@erstrategies.org>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Optional

Time 11:00 AM – 12:00 PM

Subject MEETING: Dr. Tucker West Alabama [Shelby Request]

Location Secretary's Conference Room (OS Managed)

Attachments West Alabama OESE_Meeting_Request.docx

Show Time As Busy

Meeting Name: MEETING: Dr. Tucker West Alabama [Shelby Request]
Purpose: "The purpose of this meeting is to discuss a proposed pilot program that Senator Shelby has raised with Secretary DeVos during the Department of Education's proposed budget hearing on June 6, 2017. Senator Shelby's senior staff has also discussed this idea with Mr. Botel and others. Representatives from the University of West Alabama are looking to collaborate on the proposed Rural University Charter School pilot program with Mr. Botel, and ultimately to discuss the heightened need for this project in Alabama's Black Belt Region."
Date: August 23rd 11AM-Noon
Location: Secretary's Conference Room (OS Managed)

PARTICIPANTS
Dr. Ken Tucker, President, University of West Alabama
Mr. Johnnie Aycock, Special Assistant to the President, University of West Alabama

AMERICAN OVERSIGHT

Dr. J.J. Wedgworth, Head of Schools, University Charter School
Dr. Jan Miller, Dean of the College of Education, University of West Alabama
Mrs. Veronica Triplett, Director – CBES, University of West Alabama
Rev. Byron Franklin, Vice-President, University Charter School Board of Directors
Mr. Garrett Jemison, Consultant to the University of West Alabama

EVENT REQUEST

POINT OF CONTACT
Name: Dr. Ken Tucker
Title/Organization: President, University of West Alabama
Phone: (b)(6)
Email: HYPERLINK "mailto:ktucker@uwa.edu" ktucker@uwa.edu

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chamberlain, Michael <Michael.Chamberlain@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Huh, Stefan <Stefan.Huh@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Davis, Martha <Martha.Davis@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource

Time 12:00 PM – 12:30 PM

AMERICAN OVERSIGHT

Subject MEET: Jason and Peter
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Indiana Graduation Rates
Location Jason's Office 3W315
Importance High
Show Time As Busy
Meeting Name: MEET: Indiana Graduation Rates
Purpose: To discuss Indiana Graduation Rates in State Plan.
Location: Jason's Office
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Rigling, Kay <Kay.Rigling@ed.gov>	Required
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Wilson, Linda <Linda.Wilson@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: 11-MW Year-End Grant Making Process Overview
Location Jason's Office 3W315
Show Time As Busy

AMERICAN OVERSIGHT

Meeting Name: MEET: 11-MW Year-End Grant Making Process Overview
Purpose: To discuss preparations, roles and responsibilities for FYE grant making cycles.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: North Dakota State Plan Discussion
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: North Dakota State Plan Discussion
Purpose: To discuss North Dakota ESSA Plan process and next steps.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

AMERICAN OVERSIGHT

	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Wells, Michael <Michael.Wells@ed.gov>	Optional
	Katherine Cox (Katherine.Cox@ed.gov) <Katherine.Cox@ed.gov>	Optional
	Simons, Jane <Jane.Simons@ed.gov>	Optional
	Barlow, Christine (Christine.Barlow@ed.gov) <Christine.Barlow@ed.gov>	Optional
	Oberst, Megan (Megan.Oberst@ed.gov) <Megan.Oberst@ed.gov>	Optional

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Time 2:30 PM – 3:00 PM
Subject MEET: WRD Introductory
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: WRD Introductory
Purpose: For Jason and Samantha to meet about the Workforce Relations Division.
Location: Jason's Office 3W315

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Gallup, Erik <Erik.Gallup@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Cutler, Samantha <Samantha.Cutler@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Computer Time
Location 3E101
Show Time As Busy

Important reminder. Since so many OESE staff have reported having issues with the speed of their computer, we have asked EDUCATE to set up a Help Desk to diagnose the reason why our computers are slow and to try to increase the speed. The computer technicians have a range of things that they can do ON THE SPOT to increase the speed

AMERICAN OVERSIGHT

of your computer.

See the dates, times and locations of the Help Desk below. No appointment needed!

DATE ROOM TIME
Wednesday, August 23 3E101 9:00-4:00
Thursday, August 31 3E100 9:00-4:00

Participating in the Help Desk also shows that slow computer speed is a concern for many of us! Evidently the Help Desk receives very few complaints about speed, so it doesn't get as much attention as it should.

If you have questions, please contact the ED Customer Service Desk at 202-708-HELP (4357) or 1-877-603-4188 (toll-free), option 2, or via email at HYPERLINK "mailto:ED.Customer.Service@ed.gov"ED.Customer.Service@ed.gov or contact me directly.

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: JB & MC
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Time 4:15 PM – 4:25 PM
Subject IN and ND State Plans
Location 7W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required

Thursday, (b)(6)

Show
Ca
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject MEET: 7-MW Resume EEO Discussion w/ FEVS
Location Jason's Office 3W315
Show Time As Busy

I have seen and heard of an action tracking system by which supervisors track employees' productivity (not just time worked). Is

AMERICAN OVERSIGHT

that right? Can we look at that system and what it tells us about each employee's productivity?
EEO/FEVS

Meeting Name: MEET: Resume EEO Discussion w/ FEVS
Purpose: Review summary of complaints filed.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject MEETING: Cheryl Borden Thompson
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: Cheryl Borden Thompson

Purpose:

Date: August 24th 9:30AM

Location: Jason's Office

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 12:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: Anne Mahle
Location Jason WILL CALL Anne (b)(6)

AMERICAN OVERSIGHT

Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Anne Mahle
Date: August 24th 12:30PM-1PM Eastern

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Briege.Geraghty@teachforamerica.org <Briege.Geraghty@teachforamerica.org>	Required
anne.mahle@teachforamerica.org <anne.mahle@teachforamerica.org>	Required

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Time 1:00 PM – 1:30 PM

Subject Office Time

Show Time As Busy

Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM

Subject MEETING: PHONE CALL: ND Superintendent of Public Instruction Kirsten Baesler

Location Jason WILL CALL Superintendent Baesler (b)(6)

Attachments Talking Points for Jason_08-24-17.docx

Show Time As Busy

*NOTE: Please do not forward the invitation.

TPs

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:00 PM – 5:00 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL: IN COS to Superintendent McCormick
Location JB WILL CALL [(b)(6)]
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEETING:PHONE CALL: DC Superintendent Hanseul Kang
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, August 25, 2017

Time All Day
Subject DC, IL, LA, MI, NJ, OR, TN, VT, MA - 115
Show Time As Free
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 8:00 AM – 10:30 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 8/4/2017 until 8/25/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:15 AM – 10:45 AM
Subject MEET: $6 million / 277 LEA Decision Memo
Location Jason's Office 3W315
Show Time As Busy
Purpose: To discuss decision memo for $6 million and 227 eligible LEAs who did not apply
Location: Jason's Office
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Cantrell, David <David.Cantrell@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject RRTF OII Followup
Location WDCFB6-7C101
Show Time As Busy

Let's meet to follow up on the status of OII's outreach to stakeholders (i.e., response to FR Notice), as well as the memo that Stefan is working on. I have asked Ebony to join us.

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Dowling, Maureen <Maureen.Dowling@ed.gov>	Optional
Huh, Stefan <Stefan.Huh@ed.gov>	Optional

Time 12:00 PM – 12:30 PM
Subject MEET: Jason OESE Program Directors Drop In
Location 3W336
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

AMERICAN OVERSIGHT

Time 12:30 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: OSS Bandwidth
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: OSS Bandwidth
Purpose: To discuss OSS Bandwidth with incoming state plans.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Office Time-Do Not Move
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: Nina Rees & Eric Paisner

AMERICAN OVERSIGHT

Location Jason's Office 3W315
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Weekly Update/Jason Botel
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEETING: IN Governor Eric Holcomb Staff
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEETING: IN Governor Eric Holcomb Staff
Purpose: To discuss Indiana graduation rates with Governor Holcomb's staff.
Date: August 25th 4:30PM
Location: Jason's Office

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Monday, (b)(6)

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AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject MEET: Series Meetings Employee Performance, Talents & Skills
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Series Meetings Employee Performance, Talents & Skills
Purpose: 1st Series meeting to review employee performance, talents & skills.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: ND Resubmission
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: ND Resubmission
Purpose: To discuss the options concerning ND's resubmission [specific calculations]
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
	Barlow, Christine <Christine.Barlow@ed.gov>	Required
	Simons, Jane <Jane.Simons@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject BRIEFING: KS Commissioner Watson
Show Time As Busy

Assumed office: 7/1/15
Appointed by State Board of Education
Dr. Watson was appointed to a four-year term by the Kansas State Board of Education in 2014 and became Commissioner of education in July 2015. Prior to becoming Commissioner, Dr. Watson was the Superintendent of Schools in McPherson, Kansas for 10 years and an Assistant Superintendent for 12 years.
Kansas' vision is to lead the world in the success of each student; therefore the Kansas Department of Education has numerous education support and developmental programs for educators and its staff regularly visit and assist its 260 school districts.
Kansas received an Enhanced Assessment Grant in 2015 to develop Enhanced Learning Maps (ELM) at the University of Kansas.
Kansas is the lead State of four partnered states and plans to complete the ELM Project by 2019.

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: KS Commissioner of Education Randy Watson
Location Jason WILL CALL Commissioner Watson at 785-296-0286
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: KS Commissioner of Education Randy Watson
Purpose: To check in to see how US Dept of Education can be

AMERICAN OVERSIGHT

supportive for the ESSA State Plan.
Date: August 28th 12:30PM Eastern// 11:30AM Central
Location: Phone Call

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
price@ksde.org <price@ksde.org>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: PHONE CALL: Matt Simon
Location Jason WILL CALL Matt 520-730-9510
Attachments MSimon Resume EMPA (1).PDF
Show Time As Busy
Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Harvey Updates
Location (b)(6)
Show Time As Tentative

At Jim's and Joe's suggestion, we are conferring at this time to discuss Harvey until a formal working group is established.

Jason, Jose, and Phil,
I note that you are scheduled at this time, so please feel free to designate a rep (Phil, I have asked Dennis to participate given his experience in this area).

Thanks,
Bob

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

Esquith, David <David.Esquith@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Optional
Sepulveda, Anthony <Anthony.Sepulveda@ed.gov>	Optional
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject MEETING: Lindsay Fryer
Location LBJ-Jason's Office 3W315
Show Time As Busy
Meeting Name: MEETING: Lindsay Fryer
Date: August 28th 2PM
Location: Jason's Office
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM

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Subject Asana Fix
Location Jason's Office 3W315
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Nieves, Vincent (Contractor) <Vincent.Nieves@ed.gov>	Required

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Time 3:30 PM – 4:00 PM
Subject Latency Fix
Location Jason's Office 3W315
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Vu, Tien (Contractor) <Tien.Vu@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Tuesday, August 29, 2017

Time 9:30 AM – 10:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 10:00 AM – 11:00 AM
Subject MEETING: Legal Defense Fund & Dignity in Schools Campaign
Location Secretary's Conference Room (OS Managed)
Attachments OESE_Meeting_Request_LDF.docx
DSC_ESSA_School_Climate_Provisions_2-pager_Final.pdf
REVISED_DSC_ESSA_School_Climate_Checklist_ESSA_Sta te_Plans - July.pdf
Show Time As Busy

Meeting Name: MEETING: Legal Defense Fund & Dignity in Schools Campaign
Purpose: "LDF and the national Dignity in Schools Campaign (DSC) have been working to encourage states to meaningfully engage community stakeholders in the development of ESSA state plans and to include strategies to improve school climate in these plans. [and] ... to discuss issues related to ESSA implementation and the state plan approval process."
Date: August 29th 10AM-11AM
Location: Secretary's Conference Room (OS Managed)

PROPOSED AGENDA
Issues regarding stakeholder engagement
Issues regarding draft ESSA state plans and discussion of state plan review/approval
Amendment process for state plans after approval

PARTICIPANTS
Elizabeth Olsson, NAACP Legal Defense Fund
Monique Dixon, NAACP Legal Defense Fund
Courtney Taylor, NAACP Legal Defense Fund
Joyce Parker, Citizen's for a Better Greenville
Marika Pfefferkon, MN SNS
Linda Reid, Paterson Education Fund
Marlyn Tillman, Gwinnett Stop School to Prison Pipeline
Dr. Marla Crawford, Advocates for Equity in Schools
Al White, Action Communication and Education Reform
Kate McDonough, Girls for Gender Equity
DaQuann Harrison, DWH Inspires

PROVIDED MATERIALS

POINT OF CONTACT
Name: Elizabeth Olsson
Title/Organization: Senior Policy Associate [LDF]
Phone: (b)(6)
Email: HYPERLINK "mailto:eolsson@naacpldf.org" eolsson@naacpldf.org

MEETING REQUEST

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

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Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource
Esquith, David <David.Esquith@ed.gov>	Required
Dickard, Norris <Norris.Dickard@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Checkin w/ Mark
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: Options for Hearing
Location Jason's Office 3W315
Attachments State plan hearing memo_desave final.docx
Show Time As Busy

Meeting Name: MEET: Options for Hearing
Purpose: To discuss when state plan might not be in compliance.
Location: Jason's Office

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Conference Call Information Jason Botel:
(b)(6)

MATERIAL

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Barlow, Christine <Christine.Barlow@ed.gov>	Required
	Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
	Rigling, Kay <Kay.Rigling@ed.gov>	Optional

Time 1:30 PM – 2:00 PM
Subject MEET: Alternate Assessments
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Alternate Assessments
Purpose: To discuss alternate assessment data percentages.
Location: Jason's Office

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

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Chism, Monique <Monique.Chism@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Clithero, Leslie <Leslie.Clithero@ed.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Outstanding State Plan Issues Part 1
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Outstanding State Plan Issues Part 1
Purpose: To discuss outstanding state issues regarding ME (conditional language), MA (accountability system) and AZ (student tenure multiplier).
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

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We are working to finalize the language in the Maine letter and want to discuss the differences with the NV letter.

For consideration, here is the language in the approved NV letter:

In its consolidated State Plan, a State must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the State will use to evaluate and publicly report its progress with respect to reducing any disproportionate rates consistent with ESEA section 1111(g)(1)(B). In its consolidated State plan, Nevada describes a plan to collect the data

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necessary to meet this requirement by spring 2018. The Department awarded fiscal year 2017 funds based on the assurances Nevada provided to the Department on June 7, 2017. Prior to receiving fiscal year 2018 funds, Nevada must amend its consolidated State plan to provide the requisite description to meet this requirement. Please submit this amendment for the Department's review and approval no later than May 15, 2018.

And here is the language in the proposed ME letter (and an alternative for consideration):

In its consolidated State Plan, a State must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the State will use to evaluate and publicly report its progress with respect to reducing any disproportionate rates consistent with ESEA section 1111(g)(1)(B). In its consolidated State plan, MDE describes a plan to collect the data necessary to meet this requirement during the 2017-2018 school year. The Department awarded fiscal year 2017 funds based on the assurances MDE provided to the Department on May 30, 2017. MDE must amend its consolidated State plan to provide the requisite description to meet this requirement no later than September 15, 2018. An inability to provide this information by this date may impact MDE's fiscal year 2018 Title I, Part A allocation.

-or-

...In order to receive MDE's full fiscal year 2018 allocation, MDE must amend its consolidated State plan to provide the requisite description to meet this requirement. Please submit this amendment for the Department's review and approval no later than September 15, 2018.

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required

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Barlow, Christine <Christine.Barlow@ed.gov>	Required
Tucker, Michelle <Michelle.Tucker@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Bentley-Memon, Millicent <Millicent.Bentley-Memon@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
Simons, Jane (Jane.Simons@ed.gov) <Jane.Simons@ed.gov>	Optional
Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional
Becker, Judith (Judith.Becker@ed.gov) <Judith.Becker@ed.gov>	Optional

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Time 3:00 PM – 3:30 PM
Subject MEETING: PHONE CALL: Melina Uncapher
Location JB WILL CALL Melina (b)(6)
Show Time As Busy
Meeting Name: MEETING: PHONE CALL: Melina Uncapher

Date: August 28th 3PM-3:30PM Eastern
Categories Purple Category
Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Melina Uncapher <melina.u@stanford.edu>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Melina Rifka Uncapher <melinau@stanford.edu>	Optional

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Time 3:30 PM – 4:00 PM
Subject MEET: Performance Vendors
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Performance Vendors
Purpose: To talk about what information we have about the performance of the vendors in our spending plans, and how we can go about collecting more information in the future
Location: Jason's Office

NOTE: Mark please invite any additional participants you feel are necessary.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Hunter, Tina (Tina.Hunter@ed.gov) <Tina.Hunter@ed.gov>	Optional
	Giusti, Alda <Alda.Giusti@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject BRIEFING: FL Commissioner
Show Time As Busy

BRIEFING
Assumed Office: 8/2/2013
Appointed by State Board of Education
Commissioner Stewart has served almost 40 years in the field of education. She began her career as a teacher, moving after 20 years into positions as a guidance counselor, testing and research specialist, assistant principal and principal.
FDOE's Deputy Chancellor for Educator Quality, Brian Dassler, unexpectedly passed away this year at age 38. Before coming to FDOE, Mr. Dassler was the founding principal of a KIPP high school in New Orleans—given the Assistant Secretary's KIPP background, he may want to say something to Commissioner Stewart about Mr. Dassler's passing.

Categories Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL: FL Commissioner of Education Pam Stewart
Location Jason WILL CALL Commissioner Stewart at 850-228-8044
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: FL Commissioner of Education Pam Stewart
Purpose: To check in to see how US Dept of Education can be supportive for the ESSA State Plan.
Date: August 29th 4PM
Location: Phone Call

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
aubrey.post@fldoe.org <aubrey.post@fldoe.org>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: Outstanding State Plan Issues Part 2
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Outstanding State Plan Issues Part 2
Purpose: To discuss outstanding state issues regarding ME (conditional language), MA (accountability system) and AZ (student tenure multiplier).
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

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We are working to finalize the language in the Maine letter and want to discuss the differences with the NV letter.

For consideration, here is the language in the approved NV letter:

In its consolidated State Plan, a State must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the State will use to evaluate and publicly report its progress with respect to reducing any disproportionate rates consistent with ESEA section 1111(g)(1)(B). In

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its consolidated State plan, Nevada describes a plan to collect the data necessary to meet this requirement by spring 2018. The Department awarded fiscal year 2017 funds based on the assurances Nevada provided to the Department on June 7, 2017. Prior to receiving fiscal year 2018 funds, Nevada must amend its consolidated State plan to provide the requisite description to meet this requirement. Please submit this amendment for the Department's review and approval no later than May 15, 2018.

And here is the language in the proposed ME letter (and an alternative for consideration):

In its consolidated State Plan, a State must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the State will use to evaluate and publicly report its progress with respect to reducing any disproportionate rates consistent with ESEA section 1111(g)(1)(B). In its consolidated State plan, MDE describes a plan to collect the data necessary to meet this requirement during the 2017-2018 school year. The Department awarded fiscal year 2017 funds based on the assurances MDE provided to the Department on May 30, 2017. MDE must amend its consolidated State plan to provide the requisite description to meet this requirement no later than September 15, 2018. An inability to provide this information by this date may impact MDE's fiscal year 2018 Title I, Part A allocation.

-or-

...In order to receive MDE's full fiscal year 2018 allocation, MDE must amend its consolidated State plan to provide the requisite description to meet this requirement. Please submit this amendment for the Department's review and approval no later than September 15, 2018.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Siry, Melissa <Melissa.Siry@ed.gov>	Required

AMERICAN OVERSIGHT

Barlow, Christine <Christine.Barlow@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Optional
Tucker, Michelle <Michelle.Tucker@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Bentley-Memon, Millicent <Millicent.Bentley-Memon@ed.gov>	Optional
Simons, Jane <Jane.Simons@ed.gov>	Optional
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional
Rigling, Kay <Kay.Rigling@ed.gov>	Optional
Becker, Judith <Judith.Becker@ed.gov>	Optional
Simons, Jane (Jane.Simons@ed.gov) <Jane.Simons@ed.gov>	Optional
Koeppel, Dennis (Dennis.Koeppel@ed.gov) <Dennis.Koeppel@ed.gov>	Optional
Rigling, Kay (Kay.Rigling@ed.gov) <Kay.Rigling@ed.gov>	Optional
Becker, Judith (Judith.Becker@ed.gov) <Judith.Becker@ed.gov>	Optional

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Time 5:00 PM – 5:30 PM
Subject MEET: Illinois State Plan Discussion
Location Jason's Office 3W315
Show Time As Busy

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

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Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Wednesday, August 30, 2017

Time All Day
Subject DC, IL - 120
Show Time As Free
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject OESE - All Staff Meeting
Location LBJ Barnard Auditorium
Attachments OESE All Staff Meeting August 2017 staff version.docx
Show Time As Busy

Agenda:

Colleagues,

The next OESE All Staff meeting is scheduled for Wednesday, August 30th from 10:00 – 11:00 am in the LBJ Barnard Auditorium. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
EDstream (https://edstream.ed.gov/webcast/Play/816824eeab54

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If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at HYPERLINK "mailto:lori.ahmady@ed.gov"lori.ahmady@ed.gov at least 6 business days prior to the meeting.

Future Meeting Dates. For planning purposes, tentative dates for future OESE All Staff events are on the calendar on the OESE SharePoint portal at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=m onth.

objattph://"

Attendees

Name <E-mail>	**Attendance**
Washington, Mark <Mark.Washington@ed.gov>	Organizer
OESE All Users <_OESEAllUsers@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Botel, Jason <Jason.Botel@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional

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Anderson, Claudette <Claudette.Anderson@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Booth, Lindsay <Lindsay.Booth@ed.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Clark, Jane <Jane.Clark@ed.gov>	Optional
Baggett, Madeline <Madeline.Baggett@ed.gov>	Optional
Garcia, Bernard <Bernard.Garcia@ed.gov>	Optional
Briggs, Ashley <Ashley.Briggs@ed.gov>	Optional
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
Smith, Jamila <Jamila.Smith@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Kesner, Paul <Paul.Kesner@ed.gov>	Optional
Hoffman, William <William.Hoffman@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Lee, Wanda <Wanda.Lee@ed.gov>	Optional

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Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Johnson, Lynyetta <Lynyetta.Johnson@ed.gov>	Optional
Frost, Frances <Frances.Frost@ed.gov>	Optional
Anderson, Melika <Melika.Anderson@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Foy Moss, Rita <Rita.Foy.Moss@ed.gov>	Optional
Scott, Jameel <Jameel.Scott@ed.gov>	Optional
Dickard, Norris <Norris.Dickard@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Payne, Gail <Gail.Payne@ed.gov>	Optional
Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Edwards, Jacqueline <Jacqueline.Edwards@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional
Monaghan, Edward <Edward.Monaghan@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Hitchcock, Robert <Robert.Hitchcock@ed.gov>	Optional
Scattergood, Phyllis <Phyllis.Scattergood@ed.gov>	Optional

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Walls, Kristen <Kristen.Walls1@ed.gov>	Optional
Ofodile-Carruthers, Nkemjika <Nkemjika.Ofodile-Carruthers@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
Rowan, Maria <Maria.Rowan@ed.gov>	Optional
Richardson, Andre <Andre.Richardson@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Optional
Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Fisher, Collette <Collette.Fisher@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Carr, Steven <Steven.Carr@ed.gov>	Optional
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Berlack, Shae <Shae.Berlack@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional

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Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Tripp, Katharine <Katharine.Tripp@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Okahara, Kim <Kim.Okahara@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional
Belachew, Metasebia <Metasebia.Belachew@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Hishikawa, Maria <Maria.Hishikawa@ed.gov>	Optional
Kalnasy, Debbie <Debbie.Kalnasy@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Optional
Didlo, Amie <Amie.Didlo@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
McDaniel, Loretta <Loretta.McDaniel@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Lund, Miriam <Miriam.Lund@ed.gov>	Optional

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Savage, Cindy <Cindy.Savage@ed.gov>	Optional
Eldridge, Peter <Peter.Eldridge@ed.gov>	Optional
Quiroz, Michael <Michael.Quiroz@ed.gov>	Optional
Bank, Emily <Emily.Bank@ed.gov>	Optional
Gregory, Robin <Robin.Gregory@ed.gov>	Optional
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Optional
Coplin, Julie <Julie.Coplin@ed.gov>	Optional
Patrick, Kelly <Kelly.Patrick@ed.gov>	Optional
Medley, Joy <Joy.Medley@ed.gov>	Optional
Choudhary, Preeti <Preeti.Choudhary@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject MEETING: Seth Andrew
Location Jason's Office 3W315
Attachments OESE_Meeting_Request- Seth Andrew (1).docx
Show Time As Busy

Meeting Name: MEETING: Seth Andrew
Purpose: "To discuss Course Choice, Education Technology including VR, and International Education topics"
Date: August 30th Noon-12:30PM
Location: Jason's Office

PROPOSED AGENDA
International Education update
Virtual Reality In Education Discussion:
https://www.youtube.com/watch?v=zGGVYT0cMHg
OET/ Course Choice/EdTech Discussion

CONTACT INFO
Seth Andrew
(b)(6)

MEETING REQUEST

Categories Purple Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: DWS Amendment
Location Jason's Office 3W315
Attachments dws amendment.pdf
Show Time As Busy

Meeting Name: MEET: DWS Amendment
Purpose: To discuss DWS Amendment.
Location: Jason's Office

MATERIAL

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Reynolds, Cody (Cody.Reynolds@ed.gov) <Cody.Reynolds@ed.gov>	Optional

---

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: Sen. Shelby Staff
Location Jason's Office 3W315 [Conference Call]
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Sen. Shelby Staff
Purpose: To follow up w/ Shelby staff about meeting w/ West Alabama.
Date: August 20th 12:30PM
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Shelby Staff Participants
>Legislative Director, Dayne Cutrell
>Legislative Assistant, Hamilton Bloom

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	McHam, Gerren <Gerren.McHam@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject CALL: IL Superintendent Tony Smith
Show Time As Busy
Categories Red Category

Time (b)(6)
Subject
Location
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional

Time 1:30 PM – 2:30 PM
Subject Office Time-Do Not Move
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Art Exhibit Walk
Location LBJ-1st Floor
Show Time As Busy

Meeting Name: MEET: Art Exhibit Walk
Purpose: For Jason to see the incoming pieces of art work before his

AMERICAN OVERSIGHT

remarks on September 15th.
Location: Meet on 1st Floor on C street side.

Attendees

Name <E-mail>	Attendance
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Organizer
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Ross, Chareese <Chareese.Ross@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional

Time 3:30 PM – 4:00 PM
Subject MEET: BIE
Location Joe Conaty's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject BRIEFING: NE Commissioner Blomstedt
Show Time As Busy

BRIEFING
Assumed Office: 1/2/2014
Appointed by State Board
Nebraska received an Enhanced Assessment Grant for more than $3.9 million from the U.S. Department of Education in 2016. Through this grant, the SEA will establish a framework and set of tools using local and State science assessment scores.

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEETING: PHONE CALL: NE Commissioner of Education Matthew Blomstedt

AMERICAN OVERSIGHT

Location Jason WILL CALL Commissioner Blomstedt (b)(6)

Show Time As Busy

Meeting Name: NE Commissioner of Education Matthew Blomstedt
Purpose: To check in to see how US Dept of Education can be supportive for the ESSA State Plan.
Date: August 30th 4PM Eastern/3PM Central
Location: Phone Call

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
matt.blomstedt@nebraska.gov <matt.blomstedt@nebraska.gov>	Required
denise.fisher@nebraska.gov <denise.fisher@nebraska.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 5:00 PM – 5:30 PM

Subject MEET: PHONE CALL: IL Superintendent Tony Smith

Location Jason WILL CALL Superintendent Smith 312-590-2682

Show Time As Busy

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Illinois State Board of Education (kclarke@isbe.net) <kclarke@isbe.net>	Required
SMITH TONY <tony.smith@isbe.net>	Optional

Thursday, August 31, 2017

Time All Day

Subject MI, OR, TN, VT - 120

Show Time As Free

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 8:30 AM – 9:00 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 12:00 PM
Subject EVENT: Interdepartmental Serious Mental Illness Coordinating Committee (ISMICC)
Location Hubert H. Humphrey Building 200 Independence Avenue, SW Washington, DC 20201
Attachments 1-Welcome letter (FED).doc
2-Advisory Council Briefing.doc
ISMICC Federal Bios 8.28.17.docx
ISMICC NonFederal Bios_8.25.17.docx
ISMICC Panelist Bios 8.23.17.docx
ISMICC_Briefing_10.pdf
ISMICC Meeting Agenda_8.30.17_Final.doc
6-ISMICC Charter.pdf
OESE-OSHS programs and Mental Illness.jb.docx
Show Time As Busy

WELCOME LETTER

AGENDA

Meeting / Event Agenda: Draft Agenda

TIME TOPIC SPEAKER
8:55am Entrance/Photo with the Committee N/A
9:00 a.m. Call to Order/Roll Call Pamela Foote, Designated Federal Officer
9:10 a.m. Welcome, Opening Remarks and Charge to the Committee Thomas E. Price, M.D., Secretary of the Department of Health and Human Services

9:20 a.m. Introductions Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, Substance Abuse and Mental Health Services Administration and panelists
9:30 a.m. Department Leadership - Support for the Mission and Work

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of the Committee Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, Substance Abuse and Mental Health Services Administration and panelists
10:30 a.m. Federal Advances to Address Challenges in Serious Mental Illness (SMI) and Serious Emotional Disturbance (SED) Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, Substance Abuse and Mental Health Services Administration and panelists
11:15a.m. Discussion Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, Substance Abuse and Mental Health Services Administration and panelists
12:00 p.m. Lunch
1:00 p.m. Non-Federal Advances to Address Challenges in SMI and SED
Elyn R. Saks, J.D., Ph.D., Professor of Law, Legal Scholar, University of Southern California Gould School of Law and panelists
1:45 p.m. Discussion Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, Substance Abuse and Mental Health Services Administration and panelists
3:00 p.m. Operational Issues – Workgroups, Future Meetings, Report Structure All Members
4:30 p.m. Public Comment
5:00 p.m. Adjourn

ATTENDEES/PARTICIPANTS

- Federal Members and Designees
  - o Thomas E. Price, M.D., Secretary of Health and Human Services
  - o Benjamin S. Carson, M.D., Secretary of Housing and Urban Development
  - o Elinore McCance-Katz, M.D., Ph.D., Assistant Secretary for Mental Health and Substance Use, SAMHSA
  - o Terry Adirim, M.D., M.P.H., FAAP, Deputy Assistant Secretary of Defense for Health Services Policy and Oversight, Department of Defense
  - o Captain Robert DeMartino, M.D., USPHS, Lead Medical Officer for the Office of Health Services Policy and Oversight, Department of Defense
  - o John McCarthy, Ph.D., M.P.H., Director of the Department of Veterans Affairs Serious Mental Illness Treatment Resource and Evaluation Center
  - o Ralph Gaines, Principal Deputy Assistant Secretary for Community Planning and Development, Department of Housing and Urban Development
  - o Jason Botel, Acting Assistant Secretary for Elementary and Secondary Education at the Dept. of Education
  - o Melissa Spencer, Deputy Associate Commissioner the Social Security Administration's Office of Disability Policy
  - o Stephen Cox, Office of the Associate Attorney General
  - o Tracey Trautman, M.P.A., Acting Director for the Bureau of Justice Assistance, Department of Justice
  - o Kimberly Brandt, J.D., Principal Deputy Administrator for Operations for the Centers of Medicare and Medicaid Services
  - o Jennifer Sheehy, M.B.A., Deputy Assistant Secretary in the Office of Disability Employment Policy, U.S. Department of Labor

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· Non-Federal Members
o Linda S. Beeber, Ph.D., PMHCNS-BC, FAAN, Distinguished Professor, University of North Carolina-Chapel Hill, School of Nursing
o Ron Bruno, Founding Board Member and Second Vice President, CIT International
o Clayton Chau, M.D., Ph.D., Regional Executive Medical Director, Institute for Mental Health and Wellness at St. Joseph-Hoag Health
o David Covington, LPC, MBA, CEO/President, RI International
o Maryann Davis, Ph.D., Research Associate Professor, Department of Psychiatry, University of Massachusetts Medical Center
o Pete Earley, Author
o Paul Emrich, Ph.D., Under Secretary of Family and Mental Health, Chickasaw Nation
o Mary Giliberti, J.D., Chief Executive Officer, National Alliance on Mental Illness
o Elena Kravitz, Peer Support Provider and Manager, Collaborative Support Programs of New Jersey
o Kenneth Minkoff, M.D., Zia Partners
o Elyn Saks, J.D., Ph.D., Professor of Law, Legal Scholar, University of Southern California Gould School of Law
o John Snook, Esq., Executive Director/Attorney, Treatment Advocacy Center
o Rhathelia Stroud, J.D., Presiding Judge, DeKalb County Magistrate Court
o Conni Wells, Owner/Manager, Axis Group, LLC
· Panelists
o Paolo del Vecchio, Director, M.S.W., Center for Mental Health Services, SAMHSA
o Joshua A. Gordon, M.D., Ph.D., Director, National Institute of Mental Health
o Ruby Qazilbash, M.P.A., Associate Deputy Director, Bureau of Justice Assistance, Department of Justice
o Sergio Aguilar-Gaxiola, M.D., Ph.D., Professor of Clinical Internal Medicine at the University of California, Davis Health, Director of the Center for Reducing Health Disparities and Director of the Community Engagement Program of the Clinical and Translational Science Center
o Lisa Dixon, M.D., M.P.H., Professor of Psychiatry at the Columbia University Medical Center and Director of the Division of Behavioral Health Services and Policy Research
o Lynda Gargan, Ph.D., Executive Director, National Federation of Families for Children's Mental Health
o Joseph Parks, M.D., Medical Director, National Council for Behavioral Health
· Other Federal Attendees
o Kana Enomoto, Acting Deputy Assistant Secretary for Mental Health and Substance Use, SAMHSA
o Shannon O. Royce, Esq., Director, Center for Faith Based & Neighborhood Partnerships, Office of the Secretary
o Tom McCaffery, Acting Assistant Secretary of Defense for Health Affairs, Department of Defense

PRESS
>Event is livestreamed

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https://www.hhs.gov/live/live-1/index.html#7917

>Uncertain level of press coverage at this time
ADVISORY COUNCIL BRIEFING

ISMICC BRIEFING

BIOS

ISMICC CHARTER

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Optional
Bailey, Nathan <Nathan.Bailey@ed.gov>	Optional
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Transportation-JB will walk
Location Hubert Humphrey Building-->LBJ
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 2:00 PM
Subject MEET: State Plan Review
Location WDCFB6-2W240-20 (Managed)
Importance High
Attachments State Plan Process.docx
Show Time As Busy

Meeting Name: MEET: State Plan Review
Location: WDCFB6-2W240-20 (Managed)

Conference Call Information Jason Botel:
Number: 1-866-732-0811
Participant: 944-910-3

MATERIAL

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
	WDCFB6-4E333 <WDCFB6-4E333@ed.gov>	Resource
	WDCFB6-4C100 <WDCFB6-4C100@ed.gov>	Resource
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
	Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
	Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource
	Siry, Melissa <Melissa.Siry@ed.gov>	Required
	Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional

Time 2:00 PM – 2:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject ED Cares: Coordinating Effort for ED Employees to Help Harvey Victims
Location Phil's Office
Show Time As Tentative

(b)(6)

Critical discussion points:

- OPM Guidance
- Ethics considerations--especially considering various charities and items of value
- Entire Department engagement
- Logistics (especially for ED regions)

Colleagues—I wanted to grab whatever time we could get quickly to discuss this idea. I agree with Holly that the best avenue is to plug into ongoing efforts. I mainly want to be clear on any ethics implications or parameters. Holly—Phil and I look available at this time today but not later, but you appear to be booked throughout. Please let us know if there is any possibility to talk at this time, or if I should look for another. Thanks, Mw

Attendees	Name <E-mail>	Attendance
	Washington, Mark <Mark.Washington@ed.gov>	Organizer
	Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
	Green, Bianca <Bianca.Green@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Cutler, Samantha <Samantha.Cutler@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject MEET: Next Steps for BIE
Location Jason's Office 3W315

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Attachments BIE Letter 083017 (1).docx
Show Time As Busy

Meeting Name: MEET: Next Steps for BIE
Purpose: To discuss next steps for BIE and crosscutting prep before meeting with BIE and OMB.
Location: Jason's Office

BIE LETTER

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional

Time 3:00 PM – 3:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject RSFLG Senior Leaders Meeting - Hurricane Harvey Coordination
Location FEMA HQ | 400 C St. SW | Conference Room A | Conference Line: 1-800-320-4330; Pin: 987984#
Attachments Agenda - SeniorLeaderCall.pdf
Show Time As Busy

Good Afternoon,

Administrator Long will be in attendance and requests that Senior Leaders attend in person if they are able, so that he can meet them. A room has been added to the invitation. Please reach out with any questions.

Sincerely,

AMERICAN OVERSIGHT

RSFLG Secretariat
Interagency Coordination Division
Recovery Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) HYPERLINK "mailto:RSFLG@fema.dhs.gov" RSFLG@fema.dhs.gov

klt

Please see agenda below:

Good Afternoon Interagency Partners,

Due to the unprecedented nature of the flooding for DR-4332-TX Alex Amparo, the RSFLG Chair, is convening a Senior Leaders call. As coordinating and primary agencies for the Recovery Support Functions, your participation is imperative to the success of the overall Recovery mission for this rapidly evolving event.

An agenda for the call and additional information will be forthcoming. Please reach out with any questions in the interim.

Sincerely,

RSFLG Secretariat
Interagency Coordination Division
Recovery Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) HYPERLINK "mailto:RSFLG@fema.dhs.gov" RSFLG@fema.dhs.gov

klt

Attendees

Name <E-mail>	Attendance
RSFLG <rsflg@fema.dhs.gov>	Organizer
Gruber, Corey <Corey.Gruber@fema.dhs.gov>	Required
Douglas.M.Fears@nsc.eop.gov <Douglas.M.Fears@nsc.eop.gov>	Required
Amparo, Alex <Alex.Amparo@fema.dhs.gov>	Required
Byrne, Michael <michael.byrne@fema.dhs.gov>	Required
Alexander, Daniel <Daniel.Alexander@fema.dhs.gov>	Required

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janet.m.golrick@hud.gov <janet.m.golrick@hud.gov>	Required
bryan_arroyo@ios.doi.gov <bryan_arroyo@ios.doi.gov>	Required
don.boyce@hhs.gov <don.boyce@hhs.gov>	Required
caraballo.mario@epa.gov <caraballo.mario@epa.gov>	Required
john.valliere@sba.gov <john.valliere@sba.gov>	Required
jmurphy@cns.gov <jmurphy@cns.gov>	Required
donna.oberry@dot.gov <donna.oberry@dot.gov>	Required
brett.armstrong@gsa.gov <brett.armstrong@gsa.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
greg@nvoad.org <greg@nvoad.org>	Required
James.A.McAtamney@usdoj.gov <James.A.McAtamney@usdoj.gov>	Required
Mark.Smith@redcross.org <Mark.Smith@redcross.org>	Required
thompson.william.w@dol.gov <thompson.william.w@dol.gov>	Required
michael.thomas@treasury.gov <michael.thomas@treasury.gov>	Required
mark.s.roupas@hq02.usace.army.mil <mark.s.roupas@hq02.usace.army.mil>	Required
Scott.Linsky@dm.usda.gov <Scott.Linsky@dm.usda.gov>	Required
Phalen, Susan <susan.phalen@fema.dhs.gov>	Required
Breor, Scott <Scott.Breor@hq.dhs.gov>	Required
'Bornstein, Josh - DM' <Josh.Bornstein@dm.usda.gov>	Required
dlynott@eda.gov <dlynott@eda.gov>	Required
Bborlik@eda.gov <Bborlik@eda.gov>	Required
Gladwell, Angela <Angela.Gladwell@fema.dhs.gov>	Required

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Grimm, Michael <Michael.Grimm@fema.dhs.gov>	Required
von Lehe, Arthur <Arthur.vonLehe@fema.dhs.gov>	Required
Wright, Roy <Roy.Wright@fema.dhs.gov>	Required
Bennett, Gerilee <Gerilee.Bennett@fema.dhs.gov>	Optional
Hoffman, Sydney <sydney.hoffman@fema.dhs.gov>	Optional
Turi, Keith <Keith.Turi@fema.dhs.gov>	Optional
Mark_J_Fleming@nsc.eop.gov <Mark_J_Fleming@nsc.eop.gov>	Optional
rena.d.Holland@hud.gov <rena.d.Holland@hud.gov>	Optional
Kim_Harriz@ios.doi.gov <Kim_Harriz@ios.doi.gov>	Optional
joshua.barnes@hhs.gov <joshua.barnes@hhs.gov>	Optional
Goldbloom-Helzner.David@epa.gov <Goldbloom-Helzner.David@epa.gov>	Optional
KFrench@cns.gov <KFrench@cns.gov>	Optional
ken.lord@dot.gov <ken.lord@dot.gov>	Optional
bernie.minakowski@gsa.gov <bernie.minakowski@gsa.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Kenneth.Buell@hq.doe.gov <Kenneth.Buell@hq.doe.gov>	Optional
Campbell, Matt <Matt.Campbell@fema.dhs.gov>	Optional
James.ThomasII@treasury.gov <James.ThomasII@treasury.gov>	Optional
scott.canty@treasury.gov <scott.canty@treasury.gov>	Optional
Weatherington.Walt@dol.gov <Weatherington.Walt@dol.gov>	Optional

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Hodges-Baugh, Wendy (CTR) <wendy.hodges-baugh@associates.fema.dhs.gov>	Optional
deborah.hill@dm.usda.gov <deborah.hill@dm.usda.gov>	Optional
llowe@eda.gov <llowe@eda.gov>	Optional
Coley, Jerine <Jerine.Coley@ed.gov>	Optional
Jones, Sharmine <Sharmine.Jones@hq.dhs.gov>	Optional
DeShaunta.M.Franklin@hud.gov <DeShaunta.M.Franklin@hud.gov>	Optional
Brumfield, Tyrone (OGA) <tyrone.brumfield@associates.fema.dhs.gov>	Optional
Vick, Hannah <Hannah.Vick@fema.dhs.gov>	Optional
Tennyson, Stephanie <stephanie.tennyson@fema.dhs.gov>	Optional
erica.chapman@hhs.gov <erica.chapman@hhs.gov>	Optional
York, April <april.york@fema.dhs.gov>	Optional
Wilson, Debra <debra.wilson@fema.dhs.gov>	Optional
Salem, Lindy <Lindy.Salem@fema.dhs.gov>	Optional
Jenkins, Christy <christina.jenkins@fema.dhs.gov>	Optional
Fantinato, Jessica (OS/ASPR/OEM) <Jessica.Fantinato@hhs.gov>	Optional
Anandaraman, Neena - OSEC <Neena.Anandaraman@osec.usda.gov>	Optional
Roupas, Mark S CIV USARMY USACE (US) <Mark.S.Roupas@usace.army.mil>	Optional
Kim, Myung <Myung.Kim@fema.dhs.gov>	Optional
Esquith, David <David.Esquith@ed.gov>	Optional
Fox, Kathleen (Katie) M <Kathleen.Fox@fema.dhs.gov>	Optional

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Sandy Eslinger <sandy.eslinger@noaa.gov>	Optional
Baden, Tim <Tim.Baden@fema.dhs.gov>	Optional
Whitehead, Sara <Sara.Whitehead@fema.dhs.gov>	Optional
Weber, Mario <mario.weber@fema.dhs.gov>	Optional

Time 5:15 PM – 5:45 PM
Subject FW: Conference Call with USED re Arizona ESSA Plan
Location Online Meeting
Show Time As Busy

-----Original Appointment-----
From: Lippert, Carol [mailto:Carol.Lippert@azed.gov]
Sent: Thursday, August 31, 2017 3:20 PM
To: Lippert, Carol; Douglas, Diane; Coxen, Carrie
Subject: Conference Call with USED re Arizona ESSA Plan
When: Thursday, August 31, 2017 2:15 PM-2:45 PM (UTC-07:00) Arizona.
Where: Online Meeting

Join by Phone
(b)(6)
HYPERLINK "https://dialin.AZED.gov"Find a local number
Conference ID: (b)(6)
Attendees:
Diane Douglas
Carol Lippert; (b)(6) HYPERLINK "mailto:carol.lippert@azed.gov"carol.lippert@azed. gov
Jason Botel

Categories Red Category

Attendees

Name <E-mail>	Attendance
Lippert, Carol <Carol.Lippert@azed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Douglas, Diane <Diane.Douglas@azed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 5:30 PM – 6:00 PM
Subject MEET: MI 120
Location Jason's Office 3W315
Importance High
Show Time As Busy

Conference Call Information Jason Botel:

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(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Calendar Calendar
Friday, September 01, 2017 – Saturday, September 30, 2017
Time zone: (UTC-05:00) Eastern Time (US & Canada)
(Adjusted for Daylight Saving Time)

September 2017

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Busy Tentative Out of Office Free Outside of Working Hours

September 2017

Fri, Sep 01

All Day	(b)(6)
All Day	Botel, Jason
All Day	ME, ND - 120 Botel, Jason
All Day	(b)(6) Botel, Jason
Before 8:30 AM	**Free**
8:30 AM – 9:00 AM	**Free**
9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason
9:30 AM – 10:00 AM	**Free**
10:00 AM – 10:30 AM	MEET: TA-12 Months Jason's Office 3W315 Botel, Jason
10:30 AM – 11:00 AM	MEETING: PHONE CALL: ND Superintendent Baesler
10:30 AM – 11:00 AM	Office Time Botel, Jason
11:00 AM – 11:30 AM	MEET: Clearances Jason's Office 3W315 Botel, Jason
11:30 AM – 11:45 AM	SSRP Funds

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		Josh will call Jason/Monique Venable, Joshua
■	11:30 AM – 12:00 PM	BRIEFING: SSRP Funds Botel, Jason
■	12:00 PM – 12:30 PM	MEET: AERA Speech Discussion OUS Office Botel, Jason
□	**12:30 PM – 1:00 PM**	**Free**
■	1:00 PM – 1:30 PM	Office Time Botel, Jason
■	1:30 PM – 2:00 PM	MEETING: PHONE CALL: Lucie Tredennick Jason WILL CALL Lucie 504-236-1786 Botel, Jason
■	2:00 PM – 2:30 PM	MEETING: PHONE CALL: Lindsay Fryer Botel, Jason
□	**2:30 PM – 4:00 PM**	**Free**
■	4:00 PM – 4:30 PM	Office Time Botel, Jason
■	4:30 PM – 5:00 PM	Meeting- Ebony, Jason , and Margo WDCFB6-7C101 Lee, Ebony
□	**After 5:00 PM**	**Free**

Sat, Sep 02 – Mon, Sep 04

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 5:00 PM**	**Free**
□	**After 5:00 PM**	**Free**

Tue, Sep 05

■	All Day	DCA Training Botel, Jason
□	All Day	TAF Melody Starts Botel, Jason
■	8:30 AM – 5:00 PM	Diversity Change Agent Program Training Course 1W113 Martinez, Maria V. (OM)
■	11:00 AM – 11:30 AM	MEET: Tester Letter Jason's Office Botel, Jason
■	11:45 AM – 12:15 PM	ESSA State Plan Update: AZ and MA Office of the Secretary DeVos, Betsy
■	1:30 PM – 2:00 PM	MEET: Prep for OMB Pre Call Jason's Office 3W315 Botel, Jason

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■	4:30 PM – 4:45 PM	Phone Call with Superintendent Diane Douglas, Arizona Sarah will connect DeVos, Betsy
■	5:20 PM – 5:30 PM	Phone Call with Governor Doug Ducey (R-AZ) Sarah will connect DeVos, Betsy
■	6:00 PM – 6:30 PM	CALL w/ Puerto Rico Secretary of Education Julia Keleher
■	6:30 PM – 7:00 PM	CALL w/ USVI Commissioner of Education Sharon McCollum

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Wed, Sep 06

■	All Day	DCA Training Botel, Jason
☐	All Day	AZ, CO - 120 Botel, Jason
■	8:30 AM – 5:00 PM	FW: Diversity Change Agent Program Training 1W113 Martinez, Maria V. (OM)
■	9:15 AM – 9:30 AM	MEETING: PHONE CALL: FL Commissioner Pam Stewart Jason WILL CALL Commissioner Stewart 850-228-8044 Botel, Jason
■	11:00 AM – 11:30 AM	BRIEFING: OMB CALL Botel, Jason
■	11:00 AM – 11:30 AM	OMB/ED Prep-Call for BIE Meeting Dial in: 202-395-6392/ Participant code: 662-2892 Wyman, Bertram J. EOP/OMB
■	12:30 PM – 1:00 PM	correspondence/clearances Jason Office (3W315) Chism, Monique
■	1:00 PM – 1:15 PM	Phone Call with Jeff Wulfson, Commissioner of Education, Massachusetts (b)(6)
■	1:00 PM – 1:30 PM	BRIEFING: MA CALL Botel, Jason
■	4:45 PM – 5:15 PM	MEETING: PHONE CALL: DOI Associate Deputy Secretary Cason (b)(6) Botel, Jason
■	5:20 PM – 5:35 PM	Phone Call with Governor Charlie Baker (R-MA) (b)(6)

Thu, Sep 07

☐	All Day	MA - 120

AMERICAN OVERSIGHT

		Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	MEET: OESE Senior Leadership Check-In Jason's Office 3W315 Botel, Jason
	9:30 AM – 10:00 AM	Transportation-Motor Pool Confirmed LBJ-->EEOB Botel, Jason
	10:00 AM – 11:00 AM	BRIEFING: OMB, DOI, ED ReOrg Botel, Jason
	10:00 AM – 11:00 AM	MEETING: OMB, DOI, ED ReOrg Discussion EEOB-OMB Room 248 Botel, Jason
	11:00 AM – 11:30 AM	Transportation-Motor Pool Confirmed EEOB-->LBJ Botel, Jason
	11:30 AM – 1:30 PM	Office Time Botel, Jason
	12:00 PM – 12:30 PM	MEETING: PHONE CALL: Rob Curtin MA Dept of Elementary & Secondary JB WILL CALL Rob 781-338-3582 Botel, Jason
	1:30 PM – 3:00 PM	Prep for OGC nominee Under Secretary's office Petersen, Molly
	2:00 PM – 3:30 PM	RSFLG Senior Leaders Meeting - Hurricane Harvey Coordination FEMA HQ | 500 C St SW | Room M-01 | Conference Line 1-800-320-4330; Pin: 987984# RSFLG
	3:00 PM – 3:30 PM	Office Time Botel, Jason
	3:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Fri, Sep 08

	All Day	(b)(6)
	All Day	
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	Transportation-JB Arranged Botel, Jason
	9:00 AM – 9:30 AM	submit weekly report to Kathryn (IT'S DUE BY 10am) Botel, Jason

AMERICAN OVERSIGHT

	9:00 AM – 11:00 AM	EVENT: PANEL: TQP District Reform Support Network Hyatt Regency Crystal City Botel, Jason
	11:00 AM – 11:30 AM	Transportation-JB Arranged Botel, Jason
	11:30 AM – 12:00 PM	Transfer of School Ambassadors to OESE Jason's Office Dorfman, Cynthia
	11:30 AM – 12:00 PM	Transfer of School Ambassador Fellows to OESE Jason's Office Dorfman, Cynthia
	12:00 PM – 12:30 PM	Check In Monique Botel, Jason
	12:30 PM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	Jason Botel/Weekly Update 7W315 Venable, Joshua
	1:30 PM – 2:30 PM	JB Can Take Calls Botel, Jason
	1:30 PM – 5:00 PM	Jason Off Site Botel, Jason
	2:00 PM – 2:30 PM	Call on OESE Town Halls with the Partnership's Kevin Brady (b)(6)
	5:00 PM – 5:30 PM	Reached out to GA Super Rich Woods
	After 5:30 PM	**Free**

Sat, Sep 09 – Sun, Sep 10

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Mon, Sep 11

	Before 8:30 AM	**Free**
	8:30 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	Office Time Botel, Jason
	10:30 AM – 11:00 AM	MEET: OII Check In Jason's Office 3W315 Botel, Jason
	11:00 AM – 11:30 AM	Office Time Botel, Jason
	11:30 AM – 2:30 PM	Jason Off Site

AMERICAN OVERSIGHT

		Botel, Jason
■	2:30 PM – 3:00 PM	Introduction to Asana! :) 3w315 Botel, Jason
▨	3:00 PM – 3:30 PM	MEET: OELA/Title III SP Budget Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	MEET: Correspondence Time Jason's Office 3W315 Botel, Jason
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 5:00 PM	Hurricane Response (with Agenda and Attachments) 5C100 and Conference Line Navarro, Erica
	After 5:00 PM	**Free**

Tue, Sep 12

	All Day	Chris on travel--available by email/phone Rinkus, Christopher
	Before 8:00 AM	**Free**
■	8:00 AM – 11:00 AM	Jason Off Site Botel, Jason
■	11:00 AM – 11:30 AM	MEETING: PHONE CALL: Francis Brooke-OVP Jason WILL CALL 202-395-1623 Botel, Jason
	11:30 AM – 12:00 PM	**Free**
■	12:00 PM – 12:30 PM	Office Time Botel, Jason
■	12:30 PM – 1:00 PM	MEETING: PHONE CALL: KY Commissioner of Education Stephen Pruitt Jason WILL CALL 502-330-9722 Botel, Jason
■	1:00 PM – 1:30 PM	MEET: MI Resubmit Jason's Office 3W315 Botel, Jason
	1:30 PM – 2:30 PM	**Free**
■	2:30 PM – 3:00 PM	Office Time Botel, Jason
■	3:00 PM – 3:30 PM	MEETING: PHONE CALL: Dean Morphew-JHU School of Education Jason WILL CALL1-888-651-5908 / Passcode 1936529 Botel, Jason
	3:30 PM – 4:00 PM	**Free**
■	4:00 PM – 4:15 PM	MEET: AL Discussion Jason's Office 3W315// Also Phone Line Available

AMERICAN OVERSIGHT

Botel, Jason

4:15 PM – 4:45 PM	MEET: TA-12 Months-Part 2 Jason's Office 3W315 Botel, Jason
4:30 PM – 5:00 PM	MEET: JB & MC Check In Botel, Jason
After 5:00 PM	**Free**

Wed, Sep 13

All Day	Chris on travel--available by email/phone Rinkus, Christopher
Before 8:30 AM	**Free**
8:30 AM – 10:00 AM	**Free**
10:00 AM – 10:15 AM	MEET: Check In ESSA State Plans Jason's Office 3W315 Botel, Jason
10:15 AM – 10:30 AM	**Free**
10:30 AM – 11:00 AM	MEETING: PHONE CALL: Omari Todd Jason WILL CALL (b)(6) Botel, Jason
11:00 AM – 11:15 AM	MEET: Check In ESSA State Plans Joe Conaty's Office Botel, Jason
11:15 AM – 11:30 AM	**Free**
11:30 AM – 12:00 PM	MEET: Horton's Kids Chat Jason's Office 3W315 Botel, Jason
12:00 PM – 12:30 PM	MEETING: PHONE CALL: RI Commissioner of Education Ken Wagner Jason WILL CALL (b)(6) Botel, Jason
12:30 PM – 1:00 PM	Office Time Botel, Jason
1:00 PM – 1:30 PM	**Free**
1:30 PM – 2:30 PM	OESE Staff Appreciation-Carefree Coloring WDCFB6-3C100 Botel, Jason
2:30 PM – 3:00 PM	MEET: TPs for Scholastic Jason's Office 3W315 Botel, Jason
2:45 PM – 3:00 PM	MEET: PHONE CALL: Discuss Service to America Medals Call Jason At (b)(6) Botel, Jason
3:00 PM – 3:30 PM	MEET: OESE Reassignment Jason's Office 3W315 Botel, Jason

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■	3:30 PM – 4:00 PM	MEET: Additional Regs Jason's Office 3W315 Botel, Jason
☐	**4:00 PM – 4:30 PM**	**Free**
■	4:30 PM – 5:30 PM	MEET: OESE Staffing Jason's Office 3W315 Botel, Jason
☐	**After 5:30 PM**	**Free**

Thu, Sep 14

☐	All Day	Chris on travel--available by email/phone Rinkus, Christopher
☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 10:30 AM	MEET: USVI Jason's Office 3W315 Botel, Jason
■	10:30 AM – 11:00 AM	BRIEFING: AZ/NH Laws/ESSA OMB Call Botel, Jason
■	10:30 AM – 11:00 AM	MEETING: PHONE CALL: AZ/NH Laws and ESSA JB WILL CALL Mary Cassell (b)(6) Botel, Jason
■	11:00 AM – 1:30 PM	Office Time Botel, Jason
■	12:30 PM – 1:00 PM	MEET: Clearances Jason's Office 3W315 Botel, Jason
■	1:15 PM – 1:30 PM	MEET: Jason & Holly Holly's Office Botel, Jason
■	1:30 PM – 2:00 PM	BRIEFING: Salam Noor Botel, Jason
■	1:30 PM – 2:00 PM	MEETING: PHONE CALL: OR Deputy Superintendent of Education Salam Noor Jason WILL CALL (b)(6) Botel, Jason
▨	2:00 PM – 3:00 PM	Town Hall Meeting - Dwight D. Eisenhower Memorial Barnard Auditorium - LBJ Office of Management
☐	**3:00 PM – 4:00 PM**	**Free**
■	4:00 PM – 5:00 PM	BRIEFING: Parents Step Ahead Botel, Jason
■	4:00 PM – 5:00 PM	MEETING: Lupita Colmenero-Latina Style Magazine/Parents Step Ahead WDCFB6-2W240-20 (Managed) Botel, Jason

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	After 5:00 PM	**Free**

Fri, Sep 15

	All Day	Chris on travel--available by email/phone Rinkus, Christopher
	All Day	(b)(6)
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	MEET: JB & MC Check In Botel, Jason
	9:30 AM – 10:00 AM	**Free**
	10:00 AM – 11:00 AM	Office Time Botel, Jason
	11:00 AM – 12:00 PM	EVENT: REMARKS: 2017 Scholastic Art & Writing Awards National Winners LBJ-Barnard Botel, Jason
	11:00 AM – 12:00 PM	For you: An invitation to the annual opening of the Scholastic Art and Writing Awards winners exhibit LBJ Auditorium Zimmermann, Jacquelyn
	12:00 PM – 12:30 PM	MEET: Regs Jason's Office 3W315 Botel, Jason
	12:30 PM – 1:00 PM	**Free**
	1:00 PM – 1:30 PM	Office Time Botel, Jason
	1:30 PM – 2:30 PM	National Disaster Recovery Framework Briefing (b)(6) Esquith, David
	2:30 PM – 3:30 PM	People and Organizational Development (POD) Quarterly Performance Review (b)(6) McHugh, Erin
	3:30 PM – 4:00 PM	**Free**
	4:00 PM – 4:30 PM	Office Time Botel, Jason
	4:30 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sat, Sep 16

	Before 8:30 AM	**Free**

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	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sun, Sep 17

	Before 8:30 AM	**Free**
	8:30 AM – 4:30 PM	**Free**
	4:30 PM – 6:30 PM	EVENT: REMARKS: JHU 10 Year Anniversary Hopkins Homewood Campus-Levering Hall-Glass Pavilion Botel, Jason
	After 6:30 PM	**Free**

Mon, Sep 18

	All Day	2nd ESSA Submission Botel, Jason
	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	Agenda Items for Senior Staff-Due to Kathryn 10AM Botel, Jason
	9:30 AM – 10:00 AM	**Free**
	10:00 AM – 11:00 AM	BRIEFING: OELA Botel, Jason
	10:00 AM – 11:00 AM	EVENT: Roundtable: ED/OELA LBJ-1W113 Botel, Jason
	11:00 AM – 11:30 AM	MEET: Lisa Botel, Jason
	11:00 AM – 11:30 AM	Office Time Botel, Jason
	11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed LBJ-->Hyatt Regency Botel, Jason
	12:00 PM – 1:15 PM	EVENT: Remarks/ Q&A AERA-CURI Hyatt Regency Hotel 400 New Jersey Avenue NW-Thornton Room 11th Floor Botel, Jason
	1:15 PM – 1:45 PM	Transportation-Motor Pool Confirmed Hyatt Regency-->LBJ Botel, Jason
	1:45 PM – 2:30 PM	**Free**
	2:30 PM – 3:00 PM	Call with Brad Peter's office Zarish-Becknell, Kim
	3:00 PM – 4:00 PM	P-12 Quarterly Performance Review (QPR)

AMERICAN OVERSIGHT

(b)(6)

McHugh, Erin

■	3:30 PM – 4:30 PM	Hurricane Response with Agenda and Attachments 5C100 and Conference Line Navarro, Erica
□	**4:30 PM – 5:00 PM**	**Free**
■	5:00 PM – 5:30 PM	MEETING: PHONE CALL: Former//Current Interim Superintendent AL Superintendent Ed Richardson (b)(6) Botel, Jason
□	**After 5:30 PM**	**Free**

Tue, Sep 19

□	**Before 8:30 AM**	**Free**
■	8:30 AM – 9:00 AM	Transportation-JB Arranged Home-->Alliance Botel, Jason
▨	8:30 AM – 10:00 AM	Carrie Personal Appointment 8:30-10AM Available by Phone/Email Coxen, Carrie
■	9:00 AM – 10:00 AM	EVENT: Q&A -EFSG Alliance for Excellent Education-1201 Connecticut Avenue NW, Suite 901 Botel, Jason
■	10:00 AM – 10:30 AM	Transportation Botel, Jason
□	**10:30 AM – 12:00 PM**	**Free**
■	12:00 PM – 12:30 PM	Office Time Botel, Jason
■	12:30 PM – 1:00 PM	MEETING: PHONE CALL: Karen Johnson-former Assistant Secretary for Legislative Affairs under Bush JB WILL CALL 703 362 7582 Botel, Jason
■	1:00 PM – 1:30 PM	MEET: ED-FOIA Redaction Guidance Jason's Office 3W315 Botel, Jason
■	1:30 PM – 2:00 PM	MEET: OESE Senior Leadership Jason's Office 3W315 Botel, Jason
□	**2:00 PM – 2:30 PM**	**Free**
■	2:30 PM – 3:00 PM	Office Time Botel, Jason
■	3:00 PM – 4:00 PM	MEET: ESSA 2nd Round Part 1 Jason's Office 3W315 Botel, Jason

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■	4:00 PM – 4:30 PM	Office Time Botel, Jason
□	**4:30 PM – 5:00 PM**	**Free**
	After 5:00 PM	**Free**

Wed, Sep 20

	Before 8:30 AM	**Free**
□	**8:30 AM – 10:00 AM**	**Free**
■	10:00 AM – 10:15 AM	MEET: Jason Botel Notary Request Jason's Office 3W315 Botel, Jason
■	10:00 AM – 10:30 AM	Office Time Botel, Jason
■	10:30 AM – 11:00 AM	MEET: Regs WH Bob's Office Botel, Jason
■	11:00 AM – 11:30 AM	MEET: Clearances Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	MEET: BIE Follow Up Discussion Part 1 Jason's Office 3W315 Botel, Jason
■	11:30 AM – 12:00 PM	Serene Escape LBJ Welless Cove BC105B Botel, Jason
■	12:00 PM – 1:00 PM	MEETING: PHONE CALL 1: ISMICC-Workgroup 1 – Access and Engagement WDCFB6-3W336 Botel, Jason
■	1:00 PM – 2:00 PM	Office Time Botel, Jason
■	2:00 PM – 3:00 PM	OESE Staff Appreciation Cookies/Hot Chocolate/Coffee WDCFB6-3C100 Botel, Jason
■	2:30 PM – 3:00 PM	Jason Botel/Weekly Update 7W315 Venable, Joshua
□	**3:00 PM – 3:30 PM**	**Free**
■	3:30 PM – 4:00 PM	Office Time Botel, Jason
■	4:00 PM – 4:30 PM	MEET: FLEC Internal Jason's Office 3W315 Botel, Jason
□	**4:30 PM – 5:00 PM**	**Free**
	After 5:00 PM	**Free**

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Thu, Sep 21

Before 8:30 AM	**Free**
8:30 AM – 10:00 AM	**Free**
10:00 AM – 10:30 AM	Hurricane Response (with Attachment from Last Meeting) 5C100 and Conference Line Navarro, Erica
10:30 AM – 12:30 PM	**Free**
12:30 PM – 1:00 PM	MEET: OESE Staffing Holly's Office Botel, Jason
1:00 PM – 1:30 PM	MEET: EIG Submission Jason's Office 3W315 Botel, Jason
1:00 PM – 2:30 PM	Diversity and Inclusion Council Meeting (b)(6)
1:25 PM – 2:00 PM	MEETING: Diversity and Inclusion Council 240-20 Botel, Jason
2:30 PM – 4:00 PM	**Free**
4:00 PM – 4:30 PM	MEET: Jason & Chris Weekly Check In Botel, Jason
4:30 PM – 5:00 PM	**Free**
After 5:00 PM	**Free**

Fri, Sep 22

All Day	FYI: Teach To Lead Conference Jason's Office 3W315 Botel, Jason
Before 8:30 AM	**Free**
8:30 AM – 10:30 AM	**Free**
10:30 AM – 11:00 AM	MEET: Annual Data Releases Jason's Office 3W315 Botel, Jason
11:00 AM – 11:30 AM	**Free**
11:30 AM – 12:00 PM	MEETING: PHONE CALL: Monifa McKnight JB WILL CALL 301-279-8440 Botel, Jason
12:00 PM – 1:30 PM	**Free**
1:30 PM – 2:00 PM	Jason interview Matt Simon Jason's Office Ventimiglia, Eric

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■	2:00 PM – 2:30 PM	MEET: BIE Follow Up Discussion Part 2 Jason's Office 3W315 Botel, Jason
■	2:30 PM – 3:00 PM	MEET: Oct 2nd WH Event Bob's Office Botel, Jason
■	3:00 PM – 3:30 PM	MEET: Clearances Jason's Office 3W315 Botel, Jason
☐	**3:30 PM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

Sat, Sep 23 – Sun, Sep 24

☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

Mon, Sep 25

☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 9:15 AM**	**Free**
■	9:15 AM – 9:45 AM	BRIEFING: PTA Botel, Jason
■	9:15 AM – 9:45 AM	Meeting with President Jim Accomando and Executive Director Nathan Monell, National PTA Office of the Secretary DeVos, Betsy
☐	**9:45 AM – 9:50 AM**	**Free**
■	9:50 AM – 10:20 AM	Transportation-Motor Pool Confirmed LBJ-->EEOB Botel, Jason
■	10:00 AM – 12:30 PM	EVENT: STEM MEMO West Wing Botel, Jason
▨	11:30 AM – 12:00 PM	Meeting with Alicia Levi, President and CEO, Reading Is Fundamental Office of the Secretary DeVos, Betsy
☐	**12:30 PM – 12:50 PM**	**Free**
■	12:50 PM – 1:20 PM	Transportation-Motor Pool Confirmed EEOB-->LBJ Botel, Jason
■	1:00 PM – 1:30 PM	September ERB Meeting LBJ, 2W240-20 Barclay, Valarie
■	1:00 PM – 3:00 PM	Office Time

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		Botel, Jason
■	2:50 PM – 3:10 PM	Transportation-Motor Pool Confirmed LBJ-->Hyatt Regency Capitol Hill Botel, Jason
□	**3:10 PM – 3:20 PM**	**Free**
■	3:20 PM – 4:00 PM	EVENT: Remarks: NAFIS Fall 2017 Conference Hyatt Regency Capitol Hill-Regency Ballroom Botel, Jason
■	4:00 PM – 4:30 PM	Transportation-Motor Pool Confirmed Hyatt Regency Capitol Hill-->LBJ Botel, Jason
■	4:30 PM – 5:00 PM	MEET: OIE Director Jason's Office Botel, Jason
□	**After 5:00 PM**	**Free**

Tue, Sep 26

□	**Before 8:30 AM**	**Free**
□	**8:30 AM – 10:30 AM**	**Free**
■	10:30 AM – 11:00 AM	MEET: Job Descriptions Jason's Office 3W315 Botel, Jason
□	**11:00 AM – 11:30 AM**	**Free**
■	11:30 AM – 12:00 PM	BRIEFING: First 5 Years Fund WDCFB6-3W336 Botel, Jason
■	11:30 AM – 12:00 PM	MEETING: First Five Years Fund 3W336 Botel, Jason
■	12:00 PM – 1:30 PM	Office Time Botel, Jason
■	1:30 PM – 2:00 PM	MEET: OSS State Plan Process Overview Jason's Office 3W315 Botel, Jason
■	2:00 PM – 3:00 PM	BRIEFING: Beating the Odds Botel, Jason
■	2:00 PM – 3:00 PM	MEETING: Beating the Odds Foundation Secretary's Conference Room (OS Managed) Botel, Jason
■	2:15 PM – 2:30 PM	Drop by: Beating the Odds Foundation Secretary's Conference Room (OS Managed) DeVos, Betsy
■	3:00 PM – 3:30 PM	MEET: Paperwork Final Review Jason's Office 3W315 Botel, Jason
□	**3:30 PM – 4:10 PM**	**Free**

AMERICAN OVERSIGHT

■	4:10 PM – 4:40 PM	MEET: School Ambassador Fellows Jason's Office 3W315 Botel, Jason
☐	**4:40 PM – 4:45 PM**	**Free**
▨	4:45 PM – 5:15 PM	Meeting with Jason Botel and Peter Oppenheim Office of the Secretary DeVos, Betsy
☐	**5:15 PM – 6:00 PM**	**Free**
■	6:00 PM – 6:30 PM	Message Left for TN Candice McQueen
☐	**After 6:30 PM**	**Free**

Wed, Sep 27

☐	**Before 8:30 AM**	**Free**
☐	**8:30 AM – 10:10 AM**	**Free**
■	10:10 AM – 10:30 AM	FYI: 2017 National Private School Leadership Conference Barnard Botel, Jason
☐	**10:30 AM – 11:00 AM**	**Free**
■	11:00 AM – 11:45 AM	HOLD: Meeting with Ashley Gunn, WH (for October 2 event) Secretary's Conference Room (OS Managed) Eitel, Robert
■	11:30 AM – 12:00 PM	Transportation-Motor Pool Confirmed LBJ-->EEOB Botel, Jason
■	12:00 PM – 2:30 PM	MEETING: WH ONDCP EEOB Room 350 Botel, Jason
■	1:30 PM – 2:30 PM	OESE Staff Appreciation: Popcorn Party WDCFB6-3C100 Botel, Jason
☐	**2:30 PM – 2:40 PM**	**Free**
■	2:40 PM – 3:10 PM	Transportation-Motor Pool Confirmed EEOB-->LBJ Botel, Jason
■	3:00 PM – 4:00 PM	Office Time
■	3:30 PM – 4:00 PM	BRIEFING: Association of CA School Administrators Botel, Jason
☐	**4:00 PM – 4:30 PM**	**Free**
■	4:30 PM – 4:45 PM	MEET: DE Amendment Ebony's Office Botel, Jason
☐	**4:45 PM – 5:00 PM**	**Free**
☐	**After 5:00 PM**	**Free**

AMERICAN OVERSIGHT

Thu, Sep 28

	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	MEET: ED Data Express Funding Request Jason's Office 3W315 Botel, Jason
	9:00 AM – 10:00 AM	**Free**
	10:00 AM – 11:00 AM	FW: Office of Indian Education -- Discussion of Current State and Next Steps (b)(6)
	10:30 AM – 11:00 AM	MEETING: Miami-Dade WDCFB6-3W336 Botel, Jason
	11:00 AM – 11:30 AM	MEET: NYSDE-Puerto Rico Jason's Office 3W315 Botel, Jason
	11:30 AM – 12:00 PM	MEET: McKenzie Snow Jason's Office 3W315 Botel, Jason
	12:00 PM – 12:30 PM	MEET: Letter-Murray/Scott Comments Jason's Office 3W315 Botel, Jason
	12:00 PM – 1:00 PM	Office Time Botel, Jason
	12:30 PM – 12:40 PM	Clearance Time w/ Monique Botel, Jason
	12:45 PM – 1:00 PM	Jason/ Weekly Update 7W315 Venable, Joshua
	12:45 PM – 1:15 PM	Foxx call on havasupai issue call Zarish-Becknell, Kim
	1:00 PM – 1:30 PM	Meet with 2017 School Ambassador Fellows 5E335 Watkins-Foote, Kimberly
	1:30 PM – 3:00 PM	Celebrate Monique! (Farewell to Dr. Monique M. Chism) WDCFB6-3C100 Washington, Mark
	1:30 PM – 3:00 PM	RSFLG Meeting - 2017 Hurricanes (b)(6) RSFLG
	3:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

AMERICAN OVERSIGHT

Fri, Sep 29

	Before 8:30 AM	**Free**
	8:30 AM – 9:00 AM	**Free**
	9:00 AM – 9:30 AM	BRIEFING: Ascend Indiana Botel, Jason
	9:00 AM – 9:45 AM	Indiana Education Landscape Discussion Jason Botel to call Jason Kloth at (b)(6) Jason Kloth
	9:45 AM – 10:00 AM	**Free**
	10:00 AM – 10:30 AM	COFFEE: Lea Crusey Starbucks Botel, Jason
	10:30 AM – 11:00 AM	**Free**
	11:00 AM – 11:30 AM	MEETING: PHONE CALL: Texas Education Agency-Mark Baxter Jason WILL CALL Mark (b)(6) Botel, Jason
	11:30 AM – 12:00 PM	MEETING: Phillip Lovell WDCFB6-3W336 Botel, Jason
	12:00 PM – 1:00 PM	**Free**
	1:00 PM – 2:00 PM	HOLD - EOY Celebration/Retirement Washington, Mark
	2:00 PM – 3:00 PM	MEETING: Puget Sound Educational Service District WDCFB6-4C100 Botel, Jason
	2:00 PM – 3:00 PM	Friendly Reminder - Conf. Call to discuss ISMICC - Congressional Mandate (b)(6)
	3:00 PM – 3:30 PM	**Free**
	3:30 PM – 4:00 PM	Office Time Botel, Jason
	4:00 PM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Sat, Sep 30

	Before 8:30 AM	**Free**
	8:30 AM – 5:00 PM	**Free**
	After 5:00 PM	**Free**

Details

Friday, September 01, 2017

AMERICAN OVERSIGHT

Time (b)(6)
Subject
Show Time As
Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Curet-Rivera, Luz <Luz.Curet-Rivera@ed.gov>	Required
Lovitt, Brittney <Brittney.Lovitt@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required

(b)(6)
Su
Show Ti
Cate
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time All Day
Subject ME, ND - 120
Show Time As Free
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Time	(b)(6)
Subject	
Show Time As	
Categories	

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time	9:00 AM – 9:30 AM
Subject	submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence	Occurs every Friday effective 9/1/2017 until 9/8/2017 from 9:00 AM to 9:30 AM
Show Time As	Busy
	[X]
Categories	Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	10:00 AM – 10:30 AM
Subject	MEET: TA-12 Months
Location	Jason's Office 3W315
Attachments	DRAFT OSS Technical Assistance Priorities 2017-2018 for feedback_083017.docx
Show Time As	Busy

Meeting Name: MEET: TA-12 Months
Purpose: To discuss OSS priorities for technical assistance over the next 12 months.
Location: Jason's Office

MATERIAL

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required

AMERICAN OVERSIGHT

	Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Light, Kimberly <Kimberly.Light@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEETING: PHONE CALL: ND Superintendent Baesler
Show Time As Busy
Categories Red Category

Time 10:30 AM – 11:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: Clearances
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:30 AM – 11:45 AM
Subject SSRP Funds
Location Josh will call Jason/Monique
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Optional
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject BRIEFING: SSRP Funds
Attachments OESE_SSRP Options Memo to Josh.docx
Show Time As Busy
Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: AERA Speech Discussion
Location OUS Office
Attachments AERA Event Request (2).docx
AERA brochure.pdf
Show Time As Busy

Meeting Name: MEET: AERA Speech Discussion
Purpose: To discuss potential areas to touch on for Jason's speech at the American Educational Research Association Consortium of University and Research Institutes, Fall Policy Meeting.
Location: OUS Office

Hi All!

Jason was hoping to connect with you before he speaks with the AERA Consortium.

Please see attachment for more details about the scheduled event.

AERA BRIEFING

EVENT REQUEST

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required

AMERICAN OVERSIGHT

	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Johnston, Michael <Michael.Johnston@ed.gov>	Required
	Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: PHONE CALL: Lucie Tredennick
Location Jason WILL CALL Lucie (b)(6)
Attachments LMST resume 2017.pdf
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEETING: PHONE CALL: Lindsay Fryer
Show Time As Busy
(b)(6)
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
LFryer@pennhillgroup.com <LFryer@pennhillgroup.com>	Required
Blanchi Roblero <broblero@pennhillgroup.com>	Optional

Time 4:00 PM – 4:30 PM

AMERICAN OVERSIGHT

Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject Meeting- Ebony, Jason , and Margo
Location WDCFB6-7C101
Show Time As Busy
Purpose: Race To The Top District Briefing
Attendees

Name <E-mail>	Attendance
Lee, Ebony <Ebony.Lee@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Browning, Andrea <Andrea.Browning@ed.gov>	Optional

Tuesday, September 05, 2017

Time All Day
Subject TAF Melody Starts
Show Time As Free
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 9/5/2017 12:00 AM – 9/7/2017 12:00 AM
Subject DCA Training
Attachments ED DCA 2-day agenda.pdf
DCA DOE.PDF
Show Time As Busy
Training Name: Diversity Change Agent Program
Dates: 9/5 & 9/6

AMERICAN OVERSIGHT

When: You have a reserved training seat for September 5-6, 2017
Where: LBJ, 400 Maryland AVE SW, Washington, DC in training room # 1W113
Time: from 8:30 a.m. – 5:00 p.m.
Course Agenda and Outcomes: Attached
Calendar Invite: Please accept the calendar invite.
Course Credits: Graduates of this two-day course will achieve 16 credits upon completion via TMS. Participants must complete the 2-day course consecutively to receive course credit in TMS.
Time of the Week: This SEP 5-6 Course is on the Tuesday immediately following the Labor Day weekend. Please plan accordingly as class starts on time at 8:30 a.m. EST. Unfilled seats will require our office to activate the "waiting list".
SPECIAL INSTRUCTIONS:
(1) If you require a "reasonable accommodation" for a disability or disabling condition, please contact HYPERLINK "mailto:maria.v.martinez@ed.gov"maria.v.martinez@e d.gov or call me at 202-205-9622 at a minimum of five working days prior to the event start.
(2) If you are unable to keep your reservation for September 5-6, please contact me immediately to avoid losing a paid training seat and to allow our office the opportunity to activate our "waiting list".

AGENDA

MATERIALS

Categories Blue Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:30 AM – 5:00 PM
Subject Diversity Change Agent Program Training Course
Location 1W113
Show Time As Busy

Good morning DCA Course nominees!
A friendly reminder of the DCA Course from your supervisor nomination. Please make sure you accept the calendar invite to allow me to determine your availability. Thank you for your continued support of the Department's Diversity and Inclusion Initiatives. Should your status change prior to Tuesday, please let me know via email or phone to allow me to activate our waiting list to avoid losing a paid training seat.
Thank you!
VR
Maria V. Martinez
Maria Martinez
Diversity and Inclusion Program Manager

AMERICAN OVERSIGHT

Office of Management
Office of Equal Opportunity Employment Services
U.S. Department of Education
400 Maryland Ave, S.W., Washington DC. 20202
Office # 2W260

Tele: (202)-205-9622
HYPERLINK "mailto:Maria.v.martinez@ed.gov"
Maria.v.martinez@ed.gov

Good afternoon!
On behalf of the Office of Management, Congratulations! on your nomination to participate in the Department of Education's (ED) Diversity Change Agent Program (DCA). As ED's Chief Human Capital Officer (CHCO) shared in her DCA memo on August 6, 2017, the Department has initiated a number of efforts to reinforce our commitment to diversity and inclusion. Please review the following course information (below) for the dates that your supervisor/manager approved for you to participate:
When: You have a reserved training seat for September 5-6, 2017
Where: LBJ, 400 Maryland AVE SW, Washington, DC in training room # 1W113
Time: from 8:30 a.m. – 5:00 p.m.
Course Agenda and Outcomes: Attached
Calendar Invite: Please accept the calendar invite.
Course Credits: Graduates of this two-day course will achieve 16 credits upon completion via TMS. Participants must complete the 2-day course consecutively to receive course credit in TMS.
Time of the Week: This SEP 5-6 Course is on the Tuesday immediately following the Labor Day weekend. Please plan accordingly as class starts on time at 8:30 a.m. EST. Unfilled seats will require our office to activate the "waiting list".
SPECIAL INSTRUCTIONS:
If you require a "reasonable accommodation" for a disability or disabling condition, please contact HYPERLINK "mailto:maria.v.martinez@ed.gov" maria.v.martinez@ed.gov or call me at 202-205-9622 at a minimum of five working days prior to the event start.
If you are unable to keep your reservation for September 5-6, please contact me immediately to avoid losing a paid training seat and to allow our office the opportunity to activate our "waiting list".
In closing, I am available to provide assistance and answer any questions you might have for this course. Congratulations! We look forward to seeing you in class on September 5-6.
Best Regards,
Maria Martinez
Diversity and Inclusion Program Manager/
Diversity Change Agent Course Program Manager, OM

AMERICAN OVERSIGHT

Office of Management
Office of Equal Opportunity Employment Services
U.S. Department of Education
400 Maryland Ave, S.W., Washington DC. 20202
Office # 2W260

Tele: (202)-205-9622
HYPERLINK "mailto:Maria.v.martinez@ed.gov"
Maria.v.martinez@ed.gov

Attendees

Name <E-mail>	Attendance
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Organizer
Shipp, Paula <Paula.Shipp@ed.gov>	Required
Watson, Donald <Donald.Watson@ed.gov>	Required
Cantos, Ollie <Ollie.Cantos@ed.gov>	Required
Kim, Daniel <Daniel.Kim@ed.gov>	Required
Cabell, Cynthia <Cynthia.Cabell@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Jasper, Carrie <Carrie.Jasper@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required
Betancourt, Alberto <Alberto.Betancourt@ed.gov>	Required
Rizzo, Juliette <Juliette.Rizzo@ed.gov>	Required
Winston, Phyllis <Phyllis.Winston@ed.gov>	Required
Drayton, Crystal <Crystal.Drayton@ed.gov>	Required
Putney, LaTisha <Latisha.Putney@ed.gov>	Required
Dupree, Philnisha <Philnisha.Dupree@ed.gov>	Required
Gordon, Carmen <Carmen.Gordon@ed.gov>	Required
Richardson, Tanyelle <Tanyelle.Richardson@ed.gov>	Required
Ellis, Kathryn <Kathryn.Ellis@ed.gov>	Required
Johnson, Javette <Javette.Johnson@ed.gov>	Required

AMERICAN OVERSIGHT

Dickerson, Lorena <Lorena.Dickerson@ed.gov>	Required
Barrett-Zitkus, Jennifer <Jennifer.Barrett-Zitkus@ed.gov>	Required
Austin, Ayorkor <Ayorkor.Austin@ed.gov>	Required
Maimer, Pamela <Pamela.Maimer@ed.gov>	Required
Couch, Rachael <Rachael.Couch@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Avery, Tawanda <Tawanda.Avery@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Optional
Peterson, Denise (Denise.Peterson@fda.hhs.gov) <Denise.Peterson@fda.hhs.gov>	Optional
Bennett, Debra <Debra.Bennett@ed.gov>	Optional
Wright, Crystal <Crystal.Wright@ed.gov>	Optional
Mould, Jim <Jim.Mould@ed.gov>	Optional
Bradshaw, Jim <Jim.Bradshaw@ed.gov>	Optional
Webb, Jo Ann <JoAnn.Webb@ed.gov>	Optional
Quesinberry, Elaine <Elaine.Quesinberry@ed.gov>	Optional
Ackerson, Jeanne <Jeanne.Ackerson@ed.gov>	Optional
Bates, Monica <Monica.Bates@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject MEET: Tester Letter
Location Jason's Office
Show Time As Busy

Meeting Name: MEET: Tester Letter
Purpose: To discuss the Tester letter in clearance.
Location: Jason's Office

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Cantrell, David <David.Cantrell@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:45 AM – 12:15 PM
Subject ESSA State Plan Update: AZ and MA
Location Office of the Secretary
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Walker, Kathryn <Kathryn.Walker@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: Prep for OMB Pre Call
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Prep for OMB Pre Call
Purpose: To prep for the OMB pre-call [Wednesday 9/6] in advance of the OMB in-person meeting [Thursday 9/7].
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required

AMERICAN OVERSIGHT

Levy, Margaret <Margaret.Levy@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Optional
Eichner, Jill <Jill.Eichner@ed.gov>	Optional

Time 4:30 PM – 4:45 PM
Subject Phone Call with Superintendent Diane Douglas, Arizona
Location Sarah will connect
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
EDCalendar <EDCalendar@ed.gov>	Required

Time 5:20 PM – 5:30 PM
Subject Phone Call with Governor Doug Ducey (R-AZ)
Location Sarah will connect
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Walker, Kathryn <Kathryn.Walker@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required

AMERICAN OVERSIGHT

Time 6:00 PM – 6:30 PM
Subject CALL w/ Puerto Rico Secretary of Education Julia Keleher
Show Time As Busy
Regarding Hurricane Irma
Categories Red Category

Time 6:30 PM – 7:00 PM
Subject CALL w/ USVI Commissioner of Education Sharon McCollum
Show Time As Busy
Regarding Hurricane Irma
Categories Red Category

Wednesday, September 06, 2017

Time All Day
Subject AZ, CO - 120
Show Time As Free
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 8:30 AM – 5:00 PM
Subject FW: Diversity Change Agent Program Training
Location 1W113
Show Time As Busy

Good afternoon!
On behalf of the Office of Management, Congratulations! on your nomination to participate in the Department of Education's (ED) Diversity Change Agent Program (DCA). As ED's Chief Human Capital Officer (CHCO) shared in her DCA memo on August 6, 2017, the Department has initiated a number of efforts to reinforce our commitment to diversity and inclusion. Please review the following course information (below) for the dates that your supervisor/manager approved for you to participate:
When: You have a reserved training seat for September 5-6, 2017
Where: LBJ, 400 Maryland AVE SW, Washington, DC in training room # 1W113
Time: from 8:30 a.m. – 5:00 p.m.
Course Agenda and Outcomes: Attached
Calendar Invite: Please accept the calendar invite.
Course Credits: Graduates of this two-day course will achieve 16 credits upon completion via TMS. Participants must complete the 2-

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day course consecutively to receive course credit in TMS.
Time of the Week: This SEP 5-6 Course is on the Tuesday immediately following the Labor Day weekend. Please plan accordingly as class starts on time at 8:30 a.m. EST. Unfilled seats will require our office to activate the "waiting list".
SPECIAL INSTRUCTIONS:

If you require a "reasonable accommodation" for a disability or disabling condition, please contact HYPERLINK "mailto:maria.v.martinez@ed.gov"maria.v.martinez@e d.gov or call me at 202-205-9622 at a minimum of five working days prior to the event start.
If you are unable to keep your reservation for September 5-6, please contact me immediately to avoid losing a paid training seat and to allow our office the opportunity to activate our "waiting list".

In closing, I am available to provide assistance and answer any questions you might have for this course. Congratulations! We look forward to seeing you in class on September 5-6.
Best Regards,
Maria Martinez
Diversity and Inclusion Program Manager/
Diversity Change Agent Course Program Manager, OM
Office of Management
Office of Equal Opportunity Employment Services
U.S. Department of Education
400 Maryland Ave, S.W., Washington DC. 20202
Office # 2W260

Tele: (202)-205-9622
HYPERLINK "mailto:Maria.v.martinez@ed.gov"Maria.v.martinez@e d.gov

Attendees

Name <E-mail>	Attendance
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Organizer
Shipp, Paula <Paula.Shipp@ed.gov>	Required
Watson, Donald <Donald.Watson@ed.gov>	Required
Cantos, Ollie <Ollie.Cantos@ed.gov>	Required
Kim, Daniel <Daniel.Kim@ed.gov>	Required
Cabell, Cynthia <Cynthia.Cabell@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Jasper, Carrie <Carrie.Jasper@ed.gov>	Required
Ryan, Sam <Sam.Ryan@ed.gov>	Required

AMERICAN OVERSIGHT

Betancourt, Alberto <Alberto.Betancourt@ed.gov>	Required
Rizzo, Juliette <Juliette.Rizzo@ed.gov>	Required
Winston, Phyllis <Phyllis.Winston@ed.gov>	Required
Drayton, Crystal <Crystal.Drayton@ed.gov>	Required
Putney, LaTisha <Latisha.Putney@ed.gov>	Required
Dupree, Philnisha <Philnisha.Dupree@ed.gov>	Required
Gordon, Carmen <Carmen.Gordon@ed.gov>	Required
Richardson, Tanyelle <Tanyelle.Richardson@ed.gov>	Required
Ellis, Kathryn <Kathryn.Ellis@ed.gov>	Required
Johnson, Javette <Javette.Johnson@ed.gov>	Required
Dickerson, Lorena <Lorena.Dickerson@ed.gov>	Required
Barrett-Zitkus, Jennifer <Jennifer.Barrett-Zitkus@ed.gov>	Required
Austin, Ayorkor <Ayorkor.Austin@ed.gov>	Required
Maimer, Pamela <Pamela.Maimer@ed.gov>	Required
Couch, Rachael <Rachael.Couch@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Avery, Tawanda <Tawanda.Avery@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Optional
Bennett, Debra <Debra.Bennett@ed.gov>	Optional

Time 9:15 AM – 9:30 AM
Subject MEETING: PHONE CALL: FL Commissioner Pam Stewart
Location Jason WILL CALL Commissioner Stewart 850-228-8044
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	aubrey.post@fldoe.org <aubrey.post@fldoe.org>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Time 11:00 AM – 11:30 AM
Subject BRIEFING: OMB CALL
Attachments 9.6 Agenda for OMB_ED BIE Call.docx
GAO Report on BIE Schools 2014.pdf
Show Time As Busy

FROM BILL CORDES IN PREP FOR THURSDAY'S MEETING
Here's a brief description of the BIE and a GAO report that may be helpful background in preparing for Thursday's meeting.
Bureau of Indian Education (BIE)
Formerly known as the Office of Indian Education Programs, the Bureau of Indian Education (BIE) was renamed and established on August 29, 2006, to reflect the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary-Indian Affairs. The BIE is headed by a Director, who is responsible for the line direction and management of all education functions, including the formation of policies and procedures, the supervision of all program activities and the approval of the expenditure of funds appropriated for education functions.

There have been three major legislative actions that restructured the Bureau of Indian Affairs (BIA) with regard to educating American Indians since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture in BIA schools (until then it had been Federal policy to acculturate and assimilate Indian people by eradicating their tribal cultures through a boarding school system). Second, the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638) gave authority to federally recognized tribes to contract with the BIA for the operation of Bureau-funded schools and to determine education programs suitable for their children. The Education Amendments Act of 1978 (P.L. 95-561) and further technical amendments (P.L. 98-511, 99-99, and 100-297) provided funds directly to tribally operated schools, empowered Indian school boards, permitted local hiring of teachers and staff, and established a direct line of authority between the Education Director and the AS-IA. The No Child Left Behind Act of 2001 (P.L. 107-110) brought additional requirements to the schools by holding them accountable for improving their students' academic performance with the U.S. Department of Education supplemental program funds they receive through the Bureau.

Categories Blue Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject OMB/ED Prep-Call for BIE Meeting
Location Dial in: 202-395-6392/ Participant code: 662-2892
Show Time As Busy

An agenda will be sent out in advance of the call.

Categories Red Category
Attendees

Name <E-mail>	Attendance
Wyman, Bertram J. EOP/OMB <Bertram_J_Wyman@omb.eop.gov>	Organizer
Gray, John W. EOP/OMB <John.W.Gray@omb.eop.gov>	Required
Cassell, Mary I. EOP/OMB <Mary_I._Cassell@omb.eop.gov>	Required
Danberg, Neil B. EOP/OMB <Neil_B._Danberg@omb.eop.gov>	Required
Bishop, Bradley E. EOP/OMB <Bradley.E.Bishop@omb.eop.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Levy, Margaret <Margaret.Levy@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject correspondence/clearances
Location Jason Office (3W315)
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Chism, Monique <Monique.Chism@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:15 PM
Subject Phone Call with Jeff Wulfson, Commissioner of Education, Massachusetts
Location Dial-in: 866-613-0463 / Leader: 737-8198
Show Time As Busy

(b)(6)

Please let me know if you are unable to join this call in persona and I will provide the participant code
Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Walker, Kathryn <Kathryn.Walker@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject BRIEFING: MA CALL
Attachments MA_ ESEA Consolidated State Plans_ Talking Points.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:45 PM – 5:15 PM
Subject MEETING: PHONE CALL: DOI Associate Deputy Secretary Cason
Location JB WILL CALL (b)(6)
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 5:20 PM – 5:35 PM
Subject Phone Call with Governor Charlie Baker (R-MA)
Location Dial: 866-613-0463 / Leader Code: 737-8198
Show Time As Busy

(b)(6) & Josh from car)
Steve, Jason & Peter – please call on a couple minutes in advance of the call so we can make sure everyone is on the line to dial)

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Walker, Kathryn <Kathryn.Walker@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Optional

Thursday, September 07, 2017

Time All Day
Subject MA - 120
Show Time As Free
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time 9:00 AM – 9:30 AM
Subject MEET: OESE Senior Leadership Check-In
Location Jason's Office 3W315
Attachments Agenda for OESE Leadership Meeting 9-5-17v3.docx
Show Time As Busy

Chris will prepare weekly agenda and Carrie will attach any materials by 5PM the day before.

NOTE: This is a recurring meeting for OESE Senior Leadership that will take place weekly for 30 mins.

AGENDA 9/6/17

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 9:30 AM – 10:00 AM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->EEOB
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Levy, Margaret <Margaret.Levy@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject BRIEFING: OMB, DOI, ED ReOrg
Attachments Agenda_BIE ED Mtg_9.7.17.docx
GAO Report on BIE Schools 2014.pdf

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Show Time As Busy

AGENDA

FROM BILL CORDES IN PREP FOR THURSDAY'S MEETING
Here's a brief description of the BIE and a GAO report that may be helpful background in preparing for Thursday's meeting.
Bureau of Indian Education (BIE)
Formerly known as the Office of Indian Education Programs, the Bureau of Indian Education (BIE) was renamed and established on August 29, 2006, to reflect the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary-Indian Affairs. The BIE is headed by a Director, who is responsible for the line direction and management of all education functions, including the formation of policies and procedures, the supervision of all program activities and the approval of the expenditure of funds appropriated for education functions.

There have been three major legislative actions that restructured the Bureau of Indian Affairs (BIA) with regard to educating American Indians since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture in BIA schools (until then it had been Federal policy to acculturate and assimilate Indian people by eradicating their tribal cultures through a boarding school system). Second, the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638) gave authority to federally recognized tribes to contract with the BIA for the operation of Bureau-funded schools and to determine education programs suitable for their children. The Education Amendments Act of 1978 (P.L. 95-561) and further technical amendments (P.L. 98-511, 99-99, and 100-297) provided funds directly to tribally operated schools, empowered Indian school boards, permitted local hiring of teachers and staff, and established a direct line of authority between the Education Director and the AS-IA. The No Child Left Behind Act of 2001 (P.L. 107-110) brought additional requirements to the schools by holding them accountable for improving their students' academic performance with the U.S. Department of Education supplemental program funds they receive through the Bureau.

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject MEETING: OMB, DOI, ED ReOrg Discussion
Location EEOB-OMB Room 248
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Transportation-Motor Pool Confirmed
Location EEOB-->LBJ
Show Time As Busy
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Levy, Margaret <Margaret.Levy@ed.gov>	Required

Time 11:30 AM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: Rob Curtin MA Dept of Elementary & Secondary
Location JB WILL CALL Rob (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Rob Curtin MA Dept of Elementary & Secondary
Purpose: Requested by Curtin to "go over a revised approach to the academic achievement indicator might be helpful in an effort to streamline our next submission. I would be happy to speak at your

AMERICAN OVERSIGHT

convenience if you think this might be helpful to the process."

Rob Curtin works in the MA ESE Center for District Support as the Associate Commissioner, Data and Accountability.

The Center for District Support provides Massachusetts' schools and districts with a diverse range of tools, systems, and networks to support continuous improvement and ensure that all students have access to high-quality educational programs and opportunities .

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

---

Time 1:30 PM – 3:00 PM
Subject Prep for OGC nominee
Location Under Secretary's office
Show Time As Busy

Prep for OGC nominee Hearing and hill meetings. Tough Q & A

Thank you,

Molly

Categories Red Category

Attendees

Name <E-mail>	Attendance
Petersen, Molly <Molly.Petersen@ed.gov>	Organizer
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Prescott, Jenny <Jenny.Prescott@ed.gov>	Required
Wilson, Linda <Linda.Wilson@ed.gov>	Required
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Hill, Paula <Paula.Hill@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required

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Eitel, Robert <Robert.Eitel@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Riemer, Jeffrey (Justin) <Jeffrey.Riemer@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required

Time 2:00 PM – 3:30 PM
Subject RSFLG Senior Leaders Meeting - Hurricane Harvey Coordination
Location (b)(6)
Importance High
Attachments Updated Agenda 9-7-17 SL Meeting.pdf
1. RSFLG Senior Leaders Meeting_RSF objectives_09072017.pdf
2. RSFLG Senior Leaders Meeting_National Level Cross Cutting RSF Interdependencies_09072017.pdf
Show Time As Tentative

Please see an updated agenda and handouts attached:

Meeting participants, please arrive no later than 1:30 pm today in order to provide enough time to get through security.

Additionally, we are requesting in person attendance where possible.

Thank You,

RSFLG Secretariat
Interagency Coordination Division
Recovery Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) HYPERLINK "mailto:RSFLG@fema.dhs.gov" RSFLG@fema.dhs.gov

klt

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Good Afternoon Interagency Partners,

Please Save the Date for a Harvey RSFLG Senior Leaders meeting this Thursday, September 7th.

A location, agenda and additional information will be forthcoming. Please reach out with any questions in the interim.

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	RSFLG <rsflg@fema.dhs.gov>	Organizer
	Gruber, Corey <Corey.Gruber@fema.dhs.gov>	Required
	Douglas.M.Fears@nsc.eop.gov <Douglas.M.Fears@nsc.eop.gov>	Required
	Amparo, Alex <Alex.Amparo@fema.dhs.gov>	Required
	Byrne, Michael <michael.byrne@fema.dhs.gov>	Required
	Alexander, Daniel <Daniel.Alexander@fema.dhs.gov>	Required
	janet.m.golrick@hud.gov <janet.m.golrick@hud.gov>	Required
	bryan_arroyo@ios.doi.gov <bryan_arroyo@ios.doi.gov>	Required
	don.boyce@hhs.gov <don.boyce@hhs.gov>	Required
	caraballo.mario@epa.gov <caraballo.mario@epa.gov>	Required
	john.valliere@sba.gov <john.valliere@sba.gov>	Required
	jmurphy@cns.gov <jmurphy@cns.gov>	Required
	donna.oberry@dot.gov <donna.oberry@dot.gov>	Required
	brett.armstrong@gsa.gov <brett.armstrong@gsa.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	greg@nvoad.org <greg@nvoad.org>	Required
	James.A.McAtamney@usdoj.gov <James.A.McAtamney@usdoj.gov>	Required
	Mark.Smith@redcross.org <Mark.Smith@redcross.org>	Required
	thompson.william.w@dol.gov	Required

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<thompson.william.w@dol.gov>	
michael.thomas@treasury.gov <michael.thomas@treasury.gov>	Required
mark.s.roupas@hq02.usace.army.mil <mark.s.roupas@hq02.usace.army.mil>	Required
Scott.Linsky@dm.usda.gov <Scott.Linsky@dm.usda.gov>	Required
Phalen, Susan <susan.phalen@fema.dhs.gov>	Required
Breor, Scott <Scott.Breor@hq.dhs.gov>	Required
'Bornstein, Josh - DM' <Josh.Bornstein@dm.usda.gov>	Required
dlynott@eda.gov <dlynott@eda.gov>	Required
Bborlik@eda.gov <Bborlik@eda.gov>	Required
Gladwell, Angela <Angela.Gladwell@fema.dhs.gov>	Required
Grimm, Michael <Michael.Grimm@fema.dhs.gov>	Required
von Lehe, Arthur <Arthur.vonLehe@fema.dhs.gov>	Required
Wright, Roy <Roy.Wright@fema.dhs.gov>	Required
Martinet, Mary E <Mary.Martinet@fema.dhs.gov>	Required
Lucie, Harold <Harold.Lucie@fema.dhs.gov>	Required
Bennett, Gerilee <Gerilee.Bennett@fema.dhs.gov>	Required
Hoffman, Sydney <sydney.hoffman@fema.dhs.gov>	Required
Turi, Keith <Keith.Turi@fema.dhs.gov>	Required
Mark_J_Fleming@nsc.eop.gov <Mark_J_Fleming@nsc.eop.gov>	Required
rena.d.Holland@hud.gov <rena.d.Holland@hud.gov>	Required
Kim_Harriz@ios.doi.gov <Kim_Harriz@ios.doi.gov>	Required
joshua.barnes@hhs.gov <joshua.barnes@hhs.gov>	Required

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Goldbloom-Helzner.David@epa.gov <Goldbloom-Helzner.David@epa.gov>	Required
KFrench@cns.gov <KFrench@cns.gov>	Required
ken.lord@dot.gov <ken.lord@dot.gov>	Required
bernie.minakowski@gsa.gov <bernie.minakowski@gsa.gov>	Required
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Required
Kenneth.Buell@hq.doe.gov <Kenneth.Buell@hq.doe.gov>	Required
Campbell, Matt <Matt.Campbell@fema.dhs.gov>	Required
James.ThomasII@treasury.gov <James.ThomasII@treasury.gov>	Required
scott.canty@treasury.gov <scott.canty@treasury.gov>	Required
Weatherington.Walt@dol.gov <Weatherington.Walt@dol.gov>	Required
Hodges-Baugh, Wendy (CTR) <wendy.hodges-baugh@associates.fema.dhs.gov>	Required
deborah.hill@dm.usda.gov <deborah.hill@dm.usda.gov>	Required
llowe@eda.gov <llowe@eda.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Jones, Sharmine <Sharmine.Jones@hq.dhs.gov>	Required
DeShaunta.M.Franklin@hud.gov <DeShaunta.M.Franklin@hud.gov>	Required
Brumfield, Tyrone (OGA) <tyrone.brumfield@associates.fema.dhs.gov>	Required
Vick, Hannah <Hannah.Vick@fema.dhs.gov>	Required
Tennyson, Stephanie <stephanie.tennyson@fema.dhs.gov>	Required

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erica.chapman@hhs.gov <erica.chapman@hhs.gov>	Required
York, April <april.york@fema.dhs.gov>	Required
Wilson, Debra <debra.wilson@fema.dhs.gov>	Required
Salem, Lindy <Lindy.Salem@fema.dhs.gov>	Required
Jenkins, Christy <christina.jenkins@fema.dhs.gov>	Required
Fantinato, Jessica (OS/ASPR/OEM) <Jessica.Fantinato@hhs.gov>	Required
Anandaraman, Neena - OSEC <Neena.Anandaraman@osec.usda.gov>	Required
Roupas, Mark S CIV USARMY USACE (US) <Mark.S.Roupas@usace.army.mil>	Required
Kim, Myung <Myung.Kim@fema.dhs.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Fox, Kathleen (Katie) M <Kathleen.Fox@fema.dhs.gov>	Required
Sandy Eslinger <sandy.eslinger@noaa.gov>	Required
Baden, Tim <Tim.Baden@fema.dhs.gov>	Required
Whitehead, Sara <Sara.Whitehead@fema.dhs.gov>	Required
Weber, Mario <mario.weber@fema.dhs.gov>	Required
Taylor, Kathryn <kathryn.taylor.2@fema.dhs.gov>	Required
Weiner, Keith <Keith.Weiner@fema.dhs.gov>	Required
Rockabrand, Ryan <ryan.rockabrand@fema.dhs.gov>	Required
Troy, Robert <robert.troy@fema.dhs.gov>	Required
Covell, John <john.covell@fema.dhs.gov>	Required
Gouker, Shane <shane.gouker@fema.dhs.gov>	Required
Contreras, Alejandro C. <alejandro.contreras@sba.gov>	Required

AMERICAN OVERSIGHT

Byard, Jeffrey <jeffrey.byard@fema.dhs.gov>	Required
damian@onestarfoundation.org <damian@onestarfoundation.org>	Required
Bice, Don - OSEC, Washington, DC <Don.Bice@obpa.usda.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
HChilds@eda.gov <HChilds@eda.gov>	Required
Heidi.Green@osec.usda.gov <Heidi.Green@osec.usda.gov>	Required
Chris.Young@osec.usda.gov <Chris.Young@osec.usda.gov>	Required
Platt, Deana <Deana.Platt@fema.dhs.gov>	Optional
James.Thomas2@treasury.gov <James.Thomas2@treasury.gov>	Optional
Eitel, Robert <Robert.Eitel@ed.gov>	Optional
jeanette_harriz@ios.doi.gov <jeanette_harriz@ios.doi.gov>	Optional
Andrews, Sean (OS/ASPR/OPP) <Sean.Andrews@hhs.gov>	Optional
O'Berry, Donna (OST) <donna.o'berry@dot.gov>	Optional
Chism, Monique <Monique.Chism@ed.gov>	Optional
Berkman, Daniel <daniel.berkman@fema.dhs.gov>	Optional
Snow, Christopher <christopher.snow@fema.dhs.gov>	Optional
Travis, Alexandra <alexandra.travis@fema.dhs.gov>	Optional
Carey, Mark <Mark.Carey@fema.dhs.gov>	Optional
derial.bivens@dot.gov <derial.bivens@dot.gov>	Optional
Steele, Nicholas (OGA) <nicholas.steele@associates.fema.dhs.gov>	Optional

AMERICAN OVERSIGHT

Time 3:00 PM – 3:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Friday, September (b)(6)
Time
Subject
Show Time As
Categories
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required

Time (b)(6)
Subject
Show Time As
Attendees

Name <E-mail>	Attendance
Coley, Jerine <Jerine.Coley@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 8:30 AM – 9:00 AM
Subject Transportation-JB Arranged
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject submit weekly report to Kathryn (IT'S DUE BY 10am)
Recurrence Occurs every Friday effective 9/1/2017 until 9/8/2017 from 9:00 AM to 9:30 AM
Show Time As Busy
[X]
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 11:00 AM
Subject EVENT: PANEL: TQP District Reform Support Network
Location Hyatt Regency Crystal City
Attachments 2017 Personalized Learning Summit Registration_8.15.2017.xlsx
RTT-D Summit-OESE Event Request Form- External.docx
09082017 RTTD TQP Personalized Learning Summit QA_v3.doc
2017 Personalized Learning Summit Agenda_8.31.2017.docx
2017 Personalized Learning Summit Participant List_8.31.2017.docx
Botel.TQP.Briefing.Final.pdf
Show Time As Free
Event Name: HOLD: EVENT: REMARKS: TQP District Reform Support Network
Date: September 8th, Time 9:15-11AM
Location: Hyatt Regency Crystal City

9:35 – 11:00 am Listening Session: Practitioners Speak. Articulate a final set of imperatives for the field to realize the full potential of personalized learning in the age of ESSA. Participants will share lessons learned and advise on the priority supports and access needed to scale and sustain personalized learning and describe the types of support that have been most helpful in implementing personalized learning.

AMERICAN OVERSIGHT

Jason Botel, Acting Assistant Secretary for Elementary and Secondary Education and Principal Deputy Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education
Respondents: State Education Agency Leaders
Sheila Quinn, Deputy Superintendent for Innovation and Effectiveness, South Carolina Department of Education
Ivy Pfeffer, Deputy Commissioner, Arkansas Department of Education
Roseyn Hood, Special Assistant to the Commissioner's Office, Colorado Department of Education
Karla Eslinger, Senior Education Analyst, AEM Corporation; TA Expert (State/District Educational Leadership, Educator Development, State/District Policy), District Reform Support Network (facilitator)

AGENDA

BRIEFING PAPER

Note-Please refer to the agenda under the agenda section for the latest copy.

Q&A

ATTENDEES

EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Transportation-JB Arranged
Show Time As Busy

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Transfer of School Ambassadors to OESE
Location Jason's Office
Show Time As Busy

We will meet with Jason first and the others at 1 PM. We will convey

AMERICAN OVERSIGHT

Jason's vision at that meeting.

Attendees	Name <E-mail>	Attendance
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Optional
	Chism, Monique <Monique.Chism@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject Transfer of School Ambassador Fellows to OESE
Location Jason's Office
Show Time As Tentative

We will meet in Jason's Office.

Suggested Agenda:

Transfer SAF program + Teach to Lead or only SAF?
Vision and direction (affects orientation)
Implementation (reorg, staffing)

Looks like everyone is able to make this time.

Attendees	Name <E-mail>	Attendance
	Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Organizer
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Stratman, Karen <Karen.Stratman@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required

Time 12:00 PM – 12:30 PM

AMERICAN OVERSIGHT

Subject Check In Monique
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Jason Botel/Weekly Update
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject JB Can Take Calls
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 1:30 PM – 5:00 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:00 PM – 2:30 PM
Subject Call on OESE Town Halls with the Partnership's Kevin Brady
Location (b)(6)
Show Time As Tentative
MeetingPlanner Reservation ID: 74987

(b)(6)

(b)(6)
Categories
Attendees

Name <E-mail>	Attendance
Kevin Brady <kbrady@ourpublicservice.org>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 5:00 PM – 5:30 PM
Subject Reached out to GA Super Rich Woods
Show Time As Busy
Categories Red Category

Monday, September 11, 2017

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: OII Check In
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: OII Check In
Location: Jason's Office

AGENDA

COMPETITIONS AND RELATED ISSUES

Promise Neighborhood Competition – Second deadline to be

AMERICAN OVERSIGHT

established for Texas and Louisiana due to Hurricane Harvey. Note that this program does not have to obligate funds until December 31.

Promise Neighborhood Extensions – The FY 17 appropriation directed the Department to extend the highest quality existing Promise Neighborhood grants. There are a total of 12 grants I'll explain the current plan which takes into account there is no way to choose among the existing grantees all of whom are excelling in certain areas and not in others and the fact that the Hill wants us to make large extension grants to a few grantees.

EIR Slate – This is just a flag that because of the statutory requirement to spend 25% of the appropriation on rural grants, we will have to skip one highly-rated applicant on the funding slate.

Jacksonville State University – OII and OPE have a total of $30 million in grants to this institution. After the project officers had concerns about overlap of activities and other things among the various grants, the two project officers and Risk Management Service conducted a site visit. We learned that there weren't really appropriate internal controls and an accounting of funds such that we could tell how the money was being spent including who was being paid under which grant. We have now put the grantees on reimbursement and on high risk status and have also notified the IG per OGC's advice. I can explain more when we meet.

OTHER

STEM Work – OII has managed the Department's STEM work for the last 7 years or so. Political appointees staffed the work with the help of an outstanding STEM fellow, Ellen Lettvin. Ellen's appointment is up in early March. I'm aware that this function may not remain in OII but have talked to Ebony about identifying a career person to shadow Ellen so we have some continuity in the work, especially because of the White House interst in STEM.

Personalized Learning—What a wonderful meeting we had this past week. We look forward to beginning a conversation on what, if any, appropriate next steps there may be.

National Alliance Meeting on Charter Schools Facilities – Nina has invited Stefan to this small convening in October.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Anderson, Margo <Margo.Anderson@ed.gov>	Required

AMERICAN OVERSIGHT

Time 11:00 AM – 11:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 2:30 PM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Introduction to Asana! :)
Location 3w315
Show Time As Busy

I am excited to introduce you all to Asana, which I have found extremely helpful in making task management and communication as efficient as possible! Please bring your smartphone and your laptop and PIV card to this meeting so that I can walk you through creating your account, downloading the app on your smartphone and using both the website (on your laptop) and the app (on your phone). Thanks!

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

AMERICAN OVERSIGHT

Time 3:00 PM – 3:30 PM
Subject MEET: OELA/Title III SP Budget
Location Jason's Office 3W315
Show Time As Tentative

Meeting Name: MEET: OELA/Title III SP Budget
Purpose: For Mark to brief Jason and Chris on OELA/Title III SP Budget.
Location: Jason's Office

CONTEXT

From: "Viana, Jose" < HYPERLINK
"mailto:Jose.Viana@ed.gov"Jose.Viana@ed.gov>
Date: July 3, 2017 at 11:55:35 AM EDT
To: "Botel, Jason" < HYPERLINK
"mailto:Jason.Botel@ed.gov"Jason.Botel@ed.gov>
Subject: OELA/Title III SP Budget

Hola Jason!

So OELA has been able to use our 2016 carryover funds and a portion of our 2017 funds to cover some of our existing obligations (Asian American Pacific Islander Grant& EL Academic Language Study); we're postponing our EL Social & Emotional study for now and will revisit in FY 2018. We won't need a Title III allotment to conduct activities for now.

It is my understanding that now under ESSA when OPEPD comes out with a research evaluation agenda, a percentage of the funds required will come from the Title III formula grants (state allocations); it looks like OELA has pulled .5% in the past for our grants and studies and there was talk of it going down to .2%. I am assuming OESE, OELA and OPEPD will meet at some point to make decisions.

That's what I wanted to see you about... But I figured you'd probably needed to be briefed on this process and what your office is thinking before you could talk to me about FY2018. We're trying to plan ahead to see what we would be able to support. So, when you can, please find out more about this process and how it affects OELA's 2018 and hopefully we can meet to discuss. I'm still figuring things out but want to support the core work of this office which I know influences states and their decisions. We'll need the funding of course.

So please help me figure this out and hopefully we can meet; I can bring our budget people along as well.

Gracias.

Jose

José A. Viana

AMERICAN OVERSIGHT

Assistant Deputy Secretary and Director
Office of English Language Acquisition
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Office: 202-453-6781 | Email: HYPERLINK "mailto:Jose.Viana@ed.gov"Jose.Viana@ed.gov

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
	Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required

---

Time 3:30 PM – 4:00 PM
Subject MEET: Correspondence Time
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time	4:00 PM – 5:00 PM
Subject	Hurricane Response (with Agenda and Attachments)
Location	5C100 and Conference Line
Attachments	Harvey-Irma and VR-3.docx HH2 - Clean draft 9..docx Project SERV Recommendation for Meeting Harvey-Irma Needs.docx Statutory Authority- Hurricane Harvey Award Years CH edits.docx 2005 and 2017 - chronology of ED legislation.docx
Show Time As	Busy

Conference Line

(b)(6)

For Erica: 8034459

Agenda

Summary of asks from OMB and the Hill
Legislative Background from Katrina
Project SERV
OII's request
Higher Education Hurricane Relief Act
VR State Grants
The Emergency Impact Aid (EIA) for Displaced Students program for the states and districts taking in displaced children; Restart of School Operations to replace materials and to repair schools that were damaged; and the Hurricane Educator Assistance Program.
Next Steps (outstanding items, consultation with OMB)

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Dixon, Doris <Doris.Dixon@ed.gov>	Required
Siegel, Brian <Brian.Siegel@ed.gov>	Required
Smith, Megan <Megan.Smith@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required

AMERICAN OVERSIGHT

Petersen, Molly <Molly.Petersen@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Riddle, Paul <Paul.Riddle@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Cohen, Larry <Larry.Cohen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Johnson, Sandra <Sandra.Johnson@ed.gov>	Required
Prince, Scott <Scott.Prince@ed.gov>	Optional

Tuesday, September 12, 2017

Time 9/12/2017 12:00 AM – 9/16/2017 12:00 AM
Subject Chris on travel--available by email/phone
Show Time As Free
(b)(6)
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required
	Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 8:00 AM – 11:00 AM
Subject Jason Off Site
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEETING: PHONE CALL: Francis Brooke-OVP
Location Jason WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Francis Brooke-OVP
Purpose: To discuss graduation rates, concerning Indiana Governor's Office
Date: Sept 12th 11AM-11:30AM
Location: Jason WILL CALL (b)(6)

EMAIL FROM GOVERNOR HOLCOMB'S OFFICE
In 2013, USED notified the Indiana Department of Education, then under
former Indiana Superintendent Ritz, that changes to the way Indiana reports graduation rates were needed. Her administration did not make
anyone aware that changes may be needed - including school districts,
the Indiana General Assembly who needs to act on legislation, or the Governor.

In the spring of 2017, new Superintendent Jennifer McCormick and her
staff at Indiana Department of Education (IDOE) were caught by surprise
when they received a USED request for more information as to how we
were calculating graduation rates.

AMERICAN OVERSIGHT

Immediately, IDOE began providing information to USED to make the case
that the general diploma should be included in the graduation rate calculation. That back and forth went on into July.

In July 2017, USED informed IDOE and the Governor's Office that Indiana
could no longer include general diploma students in our federal graduation rate calculation. Based upon 2016 data, this will reduce Indiana's graduation rate from approximately 89% to approximately 76%.

Indiana students currently choose to move to a General Diploma from a
Core 40 Diploma at the end of their sophomore year, so this change will
have an immediate impact on students that are currently juniors and seniors and have the possible unintended consequence of impacting economic development opportunities for state and local communities since graduation rates will drop so significantly.

Now that we know changes need to be made, we will pursue legislative
changes to the diploma this upcoming legislative session.

We have been asking that USED use their administrative discretion, which we believe they have, to temporarily delay implementation of the
new Federal graduation rate definition in order to give Indiana and other states time to properly revise their policies. Before Indiana can make the changes required by USED, the Indiana General Assembly
must act in their 2018 legislative session and then the State can inform and educate school districts on the new policies. School Districts will need some time to implement.

USED is estimating that 20-25% of states will be in a similar position this year.

Categories Red Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

AMERICAN OVERSIGHT

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: KY Commissioner of Education Stephen Pruitt
Location Jason WILL CALL (b)(6)
Show Time As Busy

Stephen Pruitt
Commissioner of Education
Assumed office: 10/16/15
Appointed by State Board of Education

The Chief, Stephen Pruitt, came on board in fall 2015. Additionally, he was recently (2016) elected to the Council of Chief State School Officers' Board of Directors.
KY has a condition on its IDEA grant award due to the State's not administering a general and alternate science assessment aligned to State content standards. OSS staff recently (4/7) held a call with the State to discuss its recent peer review of assessments response letter, along with its progress towards developing and administering these assessments. It appears that the State is making progress, and ED looks forward to another call with the State later this spring after the science alternate has been administered.

9/6 OPEd Stephen Pruitt: Meeting both the mental and emotional needs of our most vulnerable children
http://www.nkytribune.com/2017/09/stephen-pruitt-meeting-both-the-mental-and-emotional-needs-of-our-most-vulnerable-children/

Computer Science Initiative
http://www.glasgowdailytimes.com/news/pruitt-announces-new-computer-science-initiative/article_c2ea6f88-8799-11e7-9c66-9b2f032dab03.html

Accountability System
Kentucky schools and districts will soon be "graded" on a five-star scale. The Kentucky Board of Education unanimously approved the new accountability system. The vote came after a year and a half seeking a replacement for the state's current system — which Education Commissioner Stephen Pruitt has said is overly complicated and not a true reflection of school quality. The state currently gives schools an overall score out of 100 and uses those scores to discern whether a school is "proficient," "distinguished" or "needs improvement," the Courier-Journal has reported. Those categories will go away under the new system, which will be fully implemented in the 2018-19 school year.
http://www.courier-journal.com/story/news/education/2017/08/24/school s-stars-new-

AMERICAN OVERSIGHT

accountability-system/597088001/

Interview w/ Pruitt on Accountability System
https://www.youtube.com/watch?v=Fte-9wVpGn4&feature=youtu.be

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: MI Resubmit
Location Jason's Office 3W315
Attachments MI OSS State Plan Deliberative Memo COMBINED (2)for 9_12_17.docx
Michigan ESSA Consolidated Plan - Revised 09-06-17 select sections.pdf
Show Time As Busy

Meeting Name: MEET: MI Resubmit
Purpose: To discuss MI Resubmission.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

MATERIALS

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Briggs, Ashley <Ashley.Briggs@ed.gov>	Required
Butler, James <James.Butler@ed.gov>	Required
Siry, Melissa <Melissa.Siry@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Time 2:30 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEETING: PHONE CALL: Dean Morphew-JHU School of Education
Location J(b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Dean Morphew-JHU School of Education
Purpose: To touch base before Jason's Hopkins remarks on 9/17.
Date: September 12th 3PM-3:30PM
Location: Jason WILL CALL1-(b)(6)

PARTICIPANTS
JHU School of Education-Dean Christopher Morphew
JHU School of Education-Michele Ewing-Associate Dean of Educational Technology

LINK TO MORPHEW'S BIO
https://hub.jhu.edu/2017/03/23/school-of-education-dean-christopher-morphew/

Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:15 PM
Subject MEET: AL Discussion
Location Jason's Office 3W315// Also Phone Line Available
Importance High
Show Time As Busy

Please come if you are able to Jason's office, if not hop on Jason's Conference line to discuss AL State Chief Resignation.

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Menashi, Steven <Steven.Menashi@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Time 4:15 PM – 4:45 PM
Subject MEET: TA-12 Months-Part 2
Location Jason's Office 3W315
Attachments DRAFT OSS Technical Assistance Priorities 2017-2018 for feedback_083017.docx
Show Time As Busy

Meeting Name: MEET: TA-12 Months-Part 2
Purpose: To discuss OSS priorities for technical assistance over the next 12 months.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

MATERIAL

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Light, Kimberly <Kimberly.Light@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Required
Smith, Danielle <Danielle.Smith2@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: JB & MC Check In

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Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Wednesday, September 13, 2017

Time 10:00 AM – 10:15 AM
Subject MEET: Check In ESSA State Plans
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Check In ESSA State Plans
Purpose: To check in regarding ESSA State Plans.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required

---

Time 10:30 AM – 11:00 AM
Subject MEETING: PHONE CALL: Omari Todd
Location Jason WILL CALL (b)(6)
Show Time As Busy
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:15 AM
Subject MEET: Check In ESSA State Plans
Location Joe Conaty's Office
Show Time As Busy

Meeting Name: MEET: Check In ESSA State Plans
Purpose: To check in regarding ESSA State Plans.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Conaty, Joe <Joseph.Conaty@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: Horton's Kids Chat
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Horton's Kids Chat
Purpose: To discuss possibility of participating in Horton's Kids.

https://connected.ed.gov/evi/SitePages/default.asp x

HYPERLINK "https://connected.ed.gov/evi/Pages/Horton%27s-Kids-Afterschool-Tutoring-at-ED.aspx"
Horton's Kids Tutoring Program

Horton's Kids is a nonprofit organization that serves more than 200 children living in Anacostia, one of Washington D.C.'s poorest neighborhoods. The students are brought to the Department's LBJ building each week for intensive one-on-one tutoring. Tutors work with K-5 students in a variety of subject areas to help them achieve at grade level and to give them mentors and positive role models as they help to instill a love of learning.

The tutoring takes place in the LBJ cafeteria from 5:00-6:00 p.m. every Wednesday, and employees are eligible for one hour of administrative leave with approval from a supervisor. For some, pairing up with another tutor makes the commitment manageable, tutors may also work as substitutes instead of being assigned to one child.

Many children are waiting to join, so ED and Horton's Kids work together to recruit, hold orientations and train new tutors. After orientation, new volunteers may shadow or assist a tutoring pair until they are assigned a student.

If you have questions or wish to attend an upcoming orientation, contact Patricia Landis about Horton's Kids via HYPERLINK "mailto:jennifer.padgett@ed.gov" email or at (202) 260-4422.

Sign up now to advance your career and help a child!

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Landis, Patricia <Patricia.Landis@ed.gov>	Required

AMERICAN OVERSIGHT

Time 12:00 PM – 12:30 PM
Subject MEETING: PHONE CALL: RI Commissioner of Education Ken Wagner
Location Jason WILL CALL 631-974-0239
Show Time As Busy

Ken Wagner
Commissioner of Education
Assumed Office: 7/13/2015
Appointed by State Board

The RI Board of Education appointed Ken Wager as Commissioner of Education in July 2015.
Rhode Island recently announced plans to drop the PARCC assessment and adopt a modified version of Massachusetts' assessment system for grades 3-8 that incorporates PARCC items.
http://wpri.com/2017/09/04/ris-new-standardized-test-is-similar-to-parcc-but-shorter/]

BIO
Ken Wagner has served in diverse roles within public education in New York State, including being elected to his local school committee at age 18. He started his professional career as a school psychologist, providing counseling and crisis services and conducting violence-prevention training for staff members. He later moved into leadership positions, serving as an assistant principal then a middle-school principal in the Shoreham-Wading River School District on Long Island.

Ken joined New York State Education Department in 2009, and most recently served as Senior Deputy Commissioner for Education Policy, responsible for the overall operations for elementary, secondary, and postsecondary education services. During his time at the N.Y. State Education Department, Ken coordinated the implementation of the New York college- and career-ready learning standards, as well as the aligned curriculum, instruction, assessment, and professional development resources for educators, families, and the public. He has also been in charge of education technology and data collection and management. Ken oversaw the development of EngageNY.org curriculum website, which has received more than 100-million page views from more than 8-million visitors throughout the world.

He holds a Ph.D. in school and clinical psychology from Hofstra University.

8/27/17 OpEd-My Turn: Ken Wagner: Recharging R.I. students' interest in school
http://www.providencejournal.com/opinion/20170826/ my-turn-ken-wagner-recharging-ri-students-interest-in-school

"Last spring, we launched a statewide school culture and climate survey called SurveyWorks. We heard from educators and families about what is and isn't working in their school communities."

"We're on track to meet the Governor's CS4RI challenge to have

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computer science offered at every school in the state. Working with our colleagues in higher education, we continue to grow the PrepareRI early college program and the Advanced Coursework Network to increase access to college and other challenging courses, with more than 120 offerings through 14 providers this year. We also have more than 140 career preparation programs, built upon strong partnerships with industry leaders, which bridge the gap between classrooms and careers."

"Career readiness initiatives continue to expand, thanks in part to Rhode Island's successful New Skills for Youth grant from JPMorgan Chase. We've assembled a group of education leaders to serve as PrepareRI Ambassadors, who will spend this year leading professional development opportunities and creating policy recommendations to enhance career education offerings."

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject OESE Staff Appreciation-Carefree Coloring
Location WDCFB6-3C100
Show Time As Busy

Join fellow OESE Staff for carefree coloring fun in 3C100!

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
OESE All Users <_OESEAllUsers@ed.gov>	Optional
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Burton, Sharon <Sharon.Burton@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Juchniewicz, Adam <Adam.Juchniewicz@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional

AMERICAN OVERSIGHT

Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Kesner, Paul <Paul.Kesner@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
Gillette, Lisa <Lisa.Gillette@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Payne, Gail <Gail.Payne@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
KyserPegram, Carlette <Carlette.KyserPegram@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional

AMERICAN OVERSIGHT

Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Pugh, Catherine <Catherine.Pugh@ed.gov>	Optional
McCord-Jones, Cassandra <Cassandra.McCord-Jones@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Easterling, Sharon <Sharon.Easterling@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject MEET: TPs for Scholastic
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 2:45 PM – 3:00 PM
Subject MEET: PHONE CALL: Discuss Service to America Medals

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Location Call Jason At (b)(6)
Importance High
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Goodridge, Marcella <Marcella.Keiller@ed.gov>	Required

Time 3:00 PM – 3:30 PM
Subject MEET: OESE Reassignment
Location Jason's Office 3W315
Show Time As Busy
Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject MEET: Additional Regs
Location Jason's Office 3W315
Show Time As Busy
Meeting Name: MEET: Additional Regs
Purpose: To discuss whether we want to propose any regs to be issued anytime in the next 6-9 months.
Location: Jason's Office

NOTE: Monique, please forward the invitation to anyone additional you think needs to be added.

CONTEXT
Here is a summary of the RRTF meeting last week:

1) The Unified Agenda is due to OMB on 9/30/17 so if any POC has any regulations it wants issue in the next 6-9 months, it must submit the proposal now. The proposal includes the proposed title of the reg., a brief abstract, and the statutory authority (e.g., to conform with

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ESSA).
2) There was a discussion about "cost allowance" of regulations that will go into effect in 2018. OMB is providing guidance on how to calculate this as it is a new requirement and OGC/Budget will provide further guidance when they receive this from OMB.
3) POC presentations on the proposed guidance and regulation rescissions will take place on 9/14 (for guidance) and 9/18 (for regs.). These are expected to be 10 minute presentations in which POCs describe the reasons why the documents/regs. are outdated; identify potentially sensitive documents that may spark stakeholder reaction to rescission; and identify documents that we want to keep online for historical context.
a. On this note, OGC will come up with wording to identify archived documents with historical value.
4) Stakeholder comments – DRS reviewed all of the comments submitted through the Federal Register and assigned them to the appropriate offices. DRS suggested summarizing the comments in case the Secretary wants to see a broad overview at some point.
a. On this note, I went through all of the comments assigned to OESE and provided them to the appropriate offices for consideration. I asked each office to review and send me an email letting me know whether the comments changed their decision to keep/modify/rescind.

Also, I'm going to drop off some stakeholder letters with Carrie as an FYI. Based on some of the comments, Patrick Rooney is wondering whether it would make sense to get on the list of proposed regs. for the fall Unified Agenda to deal with some of the ESSA changes. If you decide to do so, we would need to let Hilary and her team know soon.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required
	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 4:30 PM – 5:30 PM
Subject MEET: OESE Staffing
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: OESE Staffing
Purpose: To continue going down the list.
Location: Jason's Office

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Thursday, September 14, 2017

Time 10:00 AM – 10:30 AM
Subject MEET: USVI
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject BRIEFING: AZ/NH Laws/ESSA OMB Call
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEETING: PHONE CALL: AZ/NH Laws and ESSA
Location JB WILL CALL Mary Cassell (b)(6)
Show Time As Busy
Meeting Name: MEETING: PHONE CALL: AZ/NH Laws and ESSA
Purpose: To discuss AZ/NH Laws and ESSA.
Date: September 14th 10:30AM-11AM
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Bradley.E.Bishop@omb.eop.gov <Bradley.E.Bishop@omb.eop.gov>	Required
Cassell, Mary I. EOP/OMB <Mary_I._Cassell@omb.eop.gov>	Optional

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	Navarro, Erica <Erica.Navarro@ed.gov>	Optional

Time 11:00 AM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEET: Clearances
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 1:15 PM – 1:30 PM
Subject MEET: Jason & Holly
Location Holly's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject BRIEFING: Salam Noor
Show Time As Busy

BDV Approved ESSA State Plan 8/30
BIO
Dr. Salam Noor was appointed as Deputy Superintendent of Public Instruction by Governor Kate Brown effective July 1, 2015. Salam is serving as Oregon's second appointed head of the Oregon

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Department of Education following 2011 legislation which made the Governor the Superintendent of Schools with the authority to appoint a Deputy to run the Department.

In his role as Deputy Superintendent, Salam oversees the education of more than a half-million students in over 1,200 public and charter schools. He works closely with Chief Education Officer Lindsey Capps on implementing changes to the state's education system to better align services, supports, and funding from pre-kindergarten through higher education to help the state reach its 40-40-20 goal.

In addition to the education reform efforts currently in place, key priorities include ensuring students enter school ready to learn; a strong focus on literacy, especially at the early grades; educational equity and closing opportunity and systems gaps; implementation of new college- and career-ready standards and an aligned assessment; supporting educators in providing high-quality instruction in every classroom in the state; and ensuring Oregon graduates leave our schools prepared for their next steps.

Salam comes to the Oregon Department of Education after years of experience throughout the education system. He most recently served as the Director of Academic Planning and Policy for the Higher Education Coordinating Commission. Prior to that, he was the Assistant Superintendent and Chief Academic Officer for the Salem-Keizer School District, the state's second-largest district. During his time at Salem-Keizer, Salam implemented effective strategies focused on improving outcomes for students, including expanding full-day preschool programs that ensured students who have historically been underserved were ready for school and on track with their peers; the development of an early college high school model and the creation of a new Career Technical Education Center in cooperation with local industry; new program models to increase English language acquisition for emerging multilingual students; and professional learning communities that empowered teachers and school staff.

No stranger to the workings of the Oregon Department of Education, Salam previously served as an Assistant Superintendent in ODE's office of Educational Improvement and Innovation. In that role he led work around Closing the Achievement Gap; the Oregon Literacy Initiative; and a redesign of the Oregon diploma and graduation requirements that raised the bar for Oregon students. He has also taught education and political science at several universities, including Portland State, Western Oregon University, Brigham Young University, and the University of Utah. A Fulbright Scholar, Salam earned a doctorate from the University of Utah; master's and bachelor's degrees from Eastern Washington University; and a certificate from the Harvard University Executive Leadership Program.

Oregon

Prioritizes four commitments in its plan: advancing equity; creating a well-rounded education; strengthening district systems; and fostering ongoing stakeholder engagement.

Implements a new "Freshmen on track" measure to confirm that

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students have completed at least 6 credits within the first semester of freshmen year, recognizing the importance of credit attainment in early high school in order to graduate on time.
"Today is a tremendous milestone for Oregon. Oregon's State Plan is founded on equity and represents the voices and communities we serve," Oregon Deputy Superintendent Salam Noor said. "We want to put every one of our learners on a path to success from birth through high school, and beyond. And whether our students choose to attend college or go straight into the workforce, it's critical that their school experience is full of opportunity, and ensures they are college and career ready."

**NOTE-Statewide Assessment results are supposed to be released on 9/14
http://www.statesmanjournal.com/story/news/education/2017/09/01/look-ahead-changes-affecting-salem-keizer-schools-2017-18/614832001/

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEETING: PHONE CALL: OR Deputy Superintendent of Education Salam Noor
Location Jason WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Deputy Superintendent of Education Salam Noor
Purpose: To check in to see how US Dept of Education can be supportive for the ESSA State Plan.
Date: September 14th 1:30PM Eastern// 10:30AM Pacific
Location: Jason WILL CALL 503-580-0794

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Vikki Pointer (vikki.pointer@state.or.us) <vikki.pointer@state.or.us>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject Town Hall Meeting - Dwight D. Eisenhower Memorial

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Location Barnard Auditorium - LBJ
Show Time As Tentative

The Dwight D. Eisenhower Memorial Commission and the General Services Administration will be the Department of Education's guests on Thursday, September 14 at 2 p.m. to provide an update on the Eisenhower Memorial (Memorial).

For those who are not familiar with the planning for the Memorial, the selected site includes the plaza area in front of the Department of Education Building. Construction of the Memorial, designed by noted architect Frank Gehry, is expected to kick off this fall. Come to the Town Hall Meeting and learn more about this important project, and about the impacts and benefits to the Department of Education that it will bring. There will be an opportunity to ask questions at the end of the presentation.

This event will also be broadcast live on Mediasite and EDstream at the following links: HYPERLINK "http://mediasite.ed.gov/Mediasite/Play/4aab3cfa4e e64aa8ad5812c3924d149a1d?catalog=f9af039e-2ea3-4efb-9e35-f87c3777de0b"Mediasite and HYPERLINK "http://edstream.ed.gov/webcast/Play/f6df788fc7d54 6e7a46d7d8c07f390eb1d"Edstream.

If you require a reasonable accommodation to participate, please place a request with Juliann Unger at (202) 453-5761 or at HYPERLINK "mailto:Juliann.Unger@ed.gov"Juliann.Unger@ed.gov

Attendees

Name <E-mail>	Attendance
Office of Management <OfficeofManagement@ed.gov>	Organizer
DoED - Washington/Metro - ED Employees <DoED-Washington_Metro-EDEmployees@ed.gov>	Required

---

Time 4:00 PM – 5:00 PM
Subject BRIEFING: Parents Step Ahead
Attachments Parents Step Ahead Brief.docx
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 5:00 PM
Subject MEETING: Lupita Colmenero-Latina Style Magazine/Parents Step Ahead
Location WDCFB6-2W240-20 (Managed)
Attachments OESE_Meeting_Request-AASESE-Jason Botel.docx

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Biosofteachers-parentsstepahead.docx

Show Time As Busy

Meeting Name: MEETING: Lupita Colmenero-Latina Style Magazine/Parents Step Ahead
Purpose: "Introductions Secretary DeVos commitment to education Teachers: stories of success Parents Step Ahead: Stories of parental involvement success Photo opportunity Adjourned."
Date: September 14th 4PM-5PM
Location: WDCFB6-2W240-20 (Managed)

PARTICIPANTS
· Lupita Colmenero, President and Founder, Parents Step Ahead, Inc.
· Robert E. Bard, Vice Chair of the board, CEO LATINA Style, Inc.
· Claudia Vivar, Parents Step Ahead Programs Coordinator
· Melissa Shannon Fulton, 2end grade teacher, John Hailey Elementary, Irving, TX
· Manuel Cerda, 3rd grade Teacher, Sudie Williams Elementary, Dallas, TX
· Ivelisse Centeno, Principal, La Academia de Estrellas, Dallas, TX
· Theresa Sampey, 4th grade teacher, Hidden Cove Elementary, San Antonio, TX
· Phillip Michael Salcido, 6th grade RTI coach, Christ McAuliffe Middle School, San Antonio, TX
· Anthony Robles, 6th grade teacher, McAuliffe Middle School, San Antonio, TX
· Phillip Vivar, Parents Step Ahead

BIOS OF TEACHERS

MEETING REQUEST

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Sepulveda, Anthony <Anthony.Sepulveda@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional

AMERICAN OVERSIGHT

	Gillette, Lisa <Lisa.Gillette@ed.gov>	Optional
	WDCFB6-2W240-20 (Managed) <WDCFB6-2W240-20@ed.gov>	Resource

Friday, Septembe (b)(6)

Time
Subject
Show Time As
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject MEET: JB & MC Check In
Attachments BIE ESSA Implementation.final.docx
SIGmemo 09-12-17.docx
PDG FY17 Supplemental Information Memo. final_9_14_2017.docx
Show Time As Busy

AGENDA

1. BIE – October 1 awards
2. New York Grant Closeout and tydings action
3. 1003a/SIG
4. Next Steps for guidance documents
5. Response to Hawaii for feedback

MATERIALS

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov> Required

Time	11:00 AM – 12:00 PM
Subject	EVENT: REMARKS: 2017 Scholastic Art & Writing Awards National Winners
Location	LBJ-Barnard
Attachments	Botel.Scholastic.Briefing.FINAL.docx Jason Botel Scholastic Event TPs clean (1).docx
Show Time As	Busy

Event Name: EVENT: REMARKS: 2017 Scholastic Art & Writing Awards National Winners
Date: Sept 15th 11AM-Noon
Location: LBJ-Barnard

SEQUENCE OF EVENTS
11:00 a.m.–11:05 a.m. Jackye Zimmermann provides opening welcome and introduces YOU.
11:05 a.m – 11:11 a.m. YOU approach the podium and provide remarks.
11:11 a.m. – 11:12 a.m. YOU introduce Virginia McEnerney as executive director of the Alliance for Young Artists and Writers, depart the podium and return to your seat in the front row.
11:12 a.m.- 11:20 a.m. Virginia McEnerney provides remarks and welcomes Joey Reisberg to the podium.
11:20 a.m.-11:27 a.m. Joey Reisberg reads his poetry.
11:28 a.m.-11:40 a.m. Scholastic awards recipients are called to the stage and asked to introduce themselves.
11:40 a.m.-11:45 a.m. YOU and other participants are invited back to the stage for group portraits with the awards recipients.
11:45 a.m.-12:00 p.m. Formal ribbon cutting takes place. The students stand next to their artwork. YOU walk around the artwork and speak to students about their pieces.
12:00 p.m. YOU depart.

BRIEFING PAPER

TALKING POINTS

Categories	Blue Category	
Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	11:00 AM – 12:00 PM
Subject	For you: An invitation to the annual opening of the Scholastic Art and Writing Awards winners exhibit
Location	LBJ Auditorium
Show Time As	Busy

AMERICAN OVERSIGHT

objattph://"

objattph://"

objattph://"

objattph://"
objattph://"

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Zimmermann, Jacquelyn <Jacquelyn.Zimmermann@ed.gov>	Organizer
OCO All HQ Users <OCOAllHQUsers@ed.gov>	Required
OII All Users <OIIAllUsers@ed.gov>	Required
OESE All Users <_OESEAllUsers@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject MEET: Regs
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Regs
Purpose: To discuss possible regs.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Chism, Monique <Monique.Chism@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Patrick Rooney (patrick.rooney@ed.gov)	Required

AMERICAN OVERSIGHT

	<patrick.rooney@ed.gov>	
	Rigling, Kay <Kay.Rigling@ed.gov>	Required
	Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject National Disaster Recovery Framework Briefing
Location Secretary's Conference Room / call in: 866 700 5365 // passcode 2175126
Show Time As Tentative
Attendees

Name <E-mail>	Attendance
Esquith, David <David.Esquith@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Navarro, Erica <Erica.Navarro@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required

AMERICAN OVERSIGHT

Ford, Kim R. <Kim.Ford@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Johnson, Wayne <Wayne.Johnson@ed.gov>	Required
Barnes, Joshua (OS/ASPR/OEM) (Joshua.Barnes@hhs.gov) <Joshua.Barnes@hhs.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Goetz, Braden <Braden.Goetz@ed.gov>	Optional
Hudson, Alexandra <Alexandra.Hudson@ed.gov>	Optional
Minor, Robin <Robin.Minor@ed.gov>	Optional

Time 2:30 PM – 3:30 PM
Subject People and Organizational Development (POD) Quarterly Performance Review
Location 1W105/108 or or Dial-in: (b)(6)
Attachments People and Organizational Development (POD) QPR_September 2017.pdf
Show Time As Tentative

Colleagues – please see attached for the materials. Thank you!

objattph://"

Colleagues,
The purpose of this Quarterly Performance Review (QPR) is for Department leaders to discuss People and Organizational Development (POD) across the agency. As we move to eliminate the Organizational Performance Review (OPR) and integrate all performance management activities under the QPRs, we will use this meeting to highlight POD trends and best practices. Thank you!

Sincerely,
Erin

Note: This calendar invitation includes political and career leaders. POCs may choose to invite up to two additional staff (e.g., Organizational Performance Officer, Executive Officer).

Reference:
People and Organizational Development (POD) – This element covers processes within the human capital life cycles that are critical to building and strengthening the capacity of staff to achieve ED's strategic plan.

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Employee Engagement: Policies and practices designed to positively influence employees' willingness to learn, continuously improve, perform at high levels, expend discretionary effort, and remain interested in working at ED.
Human Capital Strategy: This sub-element focuses on POC human capital management strategies and activities that support alignment between agency goals and priorities, plans for action, and required resources to achieve desired results. Examples of such activities may include actions of a POC to identify its human capital needs, or strengthen or implement processes that improve the quality of its workforce (e.g., Hiring, On-Boarding, Recruitment, Retention, Diversity and Inclusion, Workforce Planning, Sustainability, etc.).
Management Training and Leadership Development: Activities aimed at improving the managerial proficiency of current and aspiring Managers and Supervisors; and the leadership competencies of Managers, Supervisors, Executives, and their likely successors.
General Training and Development: Activities aimed at improving the technical proficiency of individuals, and the performance of groups or teams.
Talent and Performance Management: Activities include those that ensure that individual employee performance goals are met effectively and that performance is supported and reinforced by both rewards and accountability.

Erin McHugh
Deputy Performance Improvement Officer | Office of the Deputy Secretary | U.S. Department of Education
400 Maryland Avenue, SW | Room 7W114 | Washington, DC 20202
Desk (202) 401-1304 | HYPERLINK "mailto:erin.mchugh@ed.gov"erin.mchugh@ed.gov

* * * *

Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Ingram, Geyssie <Geyssie.Ingram@ed.gov>	Required
Maraj, Ashley <Ashley.Maraj@ed.gov>	Required
Venable, Joshua <Joshua.Venable@ed.gov>	Required
McLaughlin, Maureen <Maureen.McLaughlin@ed.gov>	Required
Stracke, Linda <Linda.Stracke@ed.gov>	Required
Johnson, Wayne <Wayne.Johnson@ed.gov>	Required
Sessa, Matthew <Matthew.Sessa@ed.gov>	Required
Brock, Thomas <Thomas.Brock@ed.gov>	Required
Betka, Sue <Sue.Betka@ed.gov>	Required
Soltis, Tim <Tim.Soltis@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Battle, Sandra <Sandra.Battle@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required

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Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Ellis, Kathryn <Kathryn.Ellis@ed.gov>	Optional
Styles, Kathleen <Kathleen.Styles@ed.gov>	Optional
Wilson, Keith <Keith.Wilson@ed.gov>	Optional
Santy, Ross <Ross.Santy@ed.gov>	Optional
Ryder, Ruth <Ruth.Ryder@ed.gov>	Optional
Kean, Larry <Larry.Kean@ed.gov>	Optional
Jung, Britt <Britt.Jung@ed.gov>	Optional
Suarez, Debra <Debra.Suarez@ed.gov>	Optional
Araujo, Liza <Liza.Araujo@ed.gov>	Optional
Miller, Daniel J <Daniel.Miller@ed.gov>	Optional
Sinclair, Francine <Francine.Sinclair@ed.gov>	Optional
Galiatsos, Ann Margaret <Ann.Galiatsos@ed.gov>	Optional
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Optional

AMERICAN OVERSIGHT

	Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Optional
	Winston, Melanie <Melanie.Winston@ed.gov>	Optional
	Wexler, Rob <Rob.Wexler@ed.gov>	Optional
	Eitel, Robert <Robert.Eitel@ed.gov>	Optional
	Solares, Grace <Grace.Solares@ed.gov>	Optional

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Sunday, September 17, 2017

Time 4:30 PM – 6:30 PM
Subject EVENT: REMARKS: JHU 10 Year Anniversary
Location Hopkins Homewood Campus-Levering Hall-Glass Pavilion
Attachments OESE Event Request Form- External JHU SOE.docx
Jason Botel Briefing 9.17.2017 (1).docx
botel remarks for jhu-celebration.docx
Show Time As Busy

Event Name: EVENT: REMARKS: JHU 10 Year Anniversary
Date: September 17th 4:30PM-6:30PM
Location: Hopkins Homewood Campus-Levering Hall-Glass Pavilion

AGENDA
4:30-4:45 PM: Guests arrive
5:00 PM: Program Begins
5:00-5:04 PM Welcome - Nancy Grasmick (Mistress of Ceremonies)
5:04-5:05 PM Nancy Grasmick introduces President Daniels
5:05-5:10 PM Remarks from President Daniels
5:10-5:13 PM Remarks from Dean Christopher Morphew
5:14-5:15 PM Nancy Grasmick introduces YOU
5:16-5:20 PM Remarks from YOU
5:20-5:21 PM Nancy Grasmick introduces Stephen Morgan, the Bloomberg Distinguished Professor of Sociology and Education
5:21-5:24 PM Remarks from Stephen Morgan
5:24-5:26 PM Remarks from Leila Warraich and presents 7 minute video Platform party exits off of stage to reserved seats.
5:33 PM Dean Morphew leads a toast after video ends Platform party returns to stage for toast.

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Reception ends by 6:30
BRIEFING PROVIDED BY JHU

REMARKS

EVENT REQUEST

POINT OF CONTACT
Michele Ewing, Associate Dean of Development and External Relations
(b)(6) (mobile)
Email: HYPERLINK "mailto:Michele.ewing@jhu.edu"
Michele.ewing@jhu.edu

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Monday, September 18, 2017

Time All Day
Subject 2nd ESSA Submission
Importance High
Show Time As Free
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 9:00 AM – 9:30 AM
Subject Agenda Items for Senior Staff-Due to Kathryn 10AM
Show Time As Free
Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

AMERICAN OVERSIGHT

Time 10:00 AM – 11:00 AM
Subject BRIEFING: OELA
Attachments Major Provisions of ESSA Related to English Learners9.14.17 (2).docx
Show Time As Busy

Context:

· Louisiana's Progress in Achieving English Language Proficiency indicator uses a dynamic approach and will be weighted in proportion to the number of tested English Learners in a school, making every English learner student count for purposes of accountability. This type of weighting, as it relates to the English language proficiency ndicator, is a first across the country.

Details:

· ELP results are included, in equal weight, to the core academic subjects within the Assessment Index for every EL student.
· Points are awarded as follows:
• Award index points for each core academic assessment score based on the achievement level, and to each English language proficiency assessment score based on progress from the baseline.
• English language proficiency is weighted by 6 such that it is equivalent to the number of core academic assessment units for each student who is an English learner.
• Sum all weighted index scores and divide by the sum of all weights applied from the table.
· For example, in a school that has 50% EL students, results of the progress in achieving English language proficiency indicator account for 33% of the total academic indicators (Academic Achievement and Progress in ELP). Most other States have set a stagnant weight of 5 or 10% for the ELP indicator, regardless of the number of English learners in the schools.
· Further, under Louisiana's aggressive plan for English learners, all English learners are included in the calculation even when those results cannot be reported individually due to privacy concerns or when the number of students is below the State's minimum n-size. For example, in a schools with only 9 EL students out of a student body of 100 students, based on this calculation, the Progress in Achieving English Language Proficiency indicator still holds a weight of 8.5 percent of the total academic indicators (Academic Achievement and Progress in ELP).

Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject EVENT: Roundtable: ED/OELA
Location LBJ-1W113
Attachments OELA Event Request 8.2.2017.docx
RSVP List for September 18 meeting updated 8.11.17.pdf

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EL Roundtable Agenda FINAL 9.13.17.pdf
TIPS FOR ALL PARTICIPANTS FINAL 9.13.17.pdf
Event Briefing for the Secretary - EL Roundtable Convening 9.18.17.docx
Participant list and headshots 9.11.17.docx
Major Provisions of ESSA Related to English Learners9.14.17.docx

Show Time As Busy

Event Name: EVENT: Roundtable: ED/OELA
Date: September 18th 10:00AM-11AM
Location: Training Center Room 1W114

10AM-BDV Introduced
10:30AM-BDV Departs
>break
10:40AM-Jason Short Remarks
10:50AM-Questions for Jason
11AM-Jason Depart

AGENDA

OS BRIEFING

INFO FOR JASON-Major Programmatic Provisions in ESSA that Impact ELs

TIPS FOR PARTICIPANTS

EXTERNAL PARTICIPANTS

PARTICIPANT BIOS

OS EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: Lisa
Show Time As Busy

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject Office Time

AMERICAN OVERSIGHT

Show Time As	Busy
Categories	Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	11:30 AM – 12:00 PM
Subject	Transportation-Motor Pool Confirmed
Location	LBJ-->Hyatt Regency
Show Time As	Busy
	MAURICE (202) 713 -6085

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time	12:00 PM – 1:15 PM
Subject	EVENT: Remarks/ Q&A AERA-CURI
Location	Hyatt Regency Hotel 400 New Jersey Avenue NW-Thornton Room 11th Floor
Attachments	AERA Event Request.docx Agenda AERA-CURI September 17 and 18%2c 2017 (2).pdf AERA-CURI attendees.docx Botel.AERA.Briefing.FINAL (2).pdf botel 09182017_AERA_TPs_plus_QA.docx
Show Time As	Busy

PLEASE NOTE I MADE TWEAKS IN THE ATTACHED TP DOC. THANKS!

Event Name: EVENT: Remarks/ Q&A AERA-CURI
Format: Remarks/ Q&A
Date: Sept 18th Noon-1:15PM
Location: Hyatt Regency Hotel 400 New Jersey Avenue NW-Thornton Room 11th Floor

11:50 – YOU will arrive to hotel (Call Juliane-she will meet you in lobby 202.669.4834) and escort you to Thornton room

11:55/12:00 –Juliane will intro YOU to AERA executive director to Felice Levine who will be introducing YOU.
>>At this time Felice might introduce YOU a few colleagues

12:15 – Felice will introduce YOU in addition to a brief bio, will remind attendees that the session is off the record)

12:20 – YOU will offer a few prepared remarks
· Education priorities for the Secretary.

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· Talk about the Department's commitment to use education research and evidence to support the best education policy decisions.
· How the department uses education research and evidence to inform policy decisions.
· How could the research community be most helpful to both communicate what the field already knows and to direct future research questions for consideration.

12:30 or 12:35 – Felice will moderate Q and A from the audience – Juliane will be the mic runner so will help manage the questions from the audience
Some possible questions:
· How does the Department encourage research capacity and use within program offices?
· What is the evidence and research that the department has used to inform the choice agenda and where are there gaps where the research community might be helpful?
· Recognizing the importance, yet limited size, of IES, where else does the department turn to for research?
· What are the recommendations that Jason has for researchers to share and present findings in useful ways?

1:00 Departure

AGENDA

BRIEFING PAPER

TALKING POINTS

ATTENDEES

EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	**Attendance**
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Optional
Apostolides, Melissa <Melissa.Apostolides@ed.gov>	Optional

Time 1:15 PM – 1:45 PM
Subject Transportation-Motor Pool Confirmed
Location Hyatt Regency-->LBJ
Show Time As Busy

AMERICAN OVERSIGHT

(b)(6)

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Call with Brad
Location Peter's office
Show Time As Busy
Call in number to be sent
Categories Red Category

Attendees	Name <E-mail>	Attendance
	Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Organizer
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject P-12 Quarterly Performance Review (QPR)
Location LBJ 1W128 or or Dial-in: 877-675-1726, Access Code: 138-1004
Attachments P-12 Goal Quarterly Performance Review_September 2017.pdf
Show Time As Busy

Colleagues – please see attached for the materials. Thank you!
objattph://"

Please hold this time for our next Quarterly Performance Review (QPR) on P-12. In addition to reviewing available performance data, we will use this QPR to discuss POC's performance on their Department Priorities as we move to integrate the QPR and Organizational Performance Review (OPR) processes. Agenda and materials to follow. Thank you!

Sincerely,
Erin

Erin McHugh
Deputy Performance Improvement Officer | Office of the Deputy Secretary | U.S. Department of Education
400 Maryland Avenue, SW | Room 7W114 | Washington, DC 20202

AMERICAN OVERSIGHT

Desk (202) 401-1304 | HYPERLINK "mailto:erin.mchugh@ed.gov"erin.mchugh@ed.gov

* * * *

Vitelli, Edward <Edward.Vitelli@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Escalante, Melissa <Melissa.Escalante@ed.gov>	Required
Terpak, Kelly <Kelly.Terpak@ed.gov>	Required
Huh, Stefan <Stefan.Huh@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Ahmady, Lori <Lori.Ahmady@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Suarez, Debra <Debra.Suarez@ed.gov>	Required
Pepin, Andrew <Andrew.Pepin@ed.gov>	Optional
Ellis, Kathryn <Kathryn.Ellis@ed.gov>	Optional
Styles, Kathleen <Kathleen.Styles@ed.gov>	Optional
Wilson, Keith <Keith.Wilson@ed.gov>	Optional
Santy, Ross <Ross.Santy@ed.gov>	Optional
Kean, Larry <Larry.Kean@ed.gov>	Optional
Menashi, Steven <Steven.Menashi@ed.gov>	Optional
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Optional
Bailey, Nathan <Nathan.Bailey@ed.gov>	Optional
Hammer, Victoria <Victoria.Hammer@ed.gov>	Optional
Stracke, Linda <Linda.Stracke@ed.gov>	Optional
Woodley, Danita <Danita.Woodley@ed.gov>	Optional
McLaughlin, Celeste <Celeste.McLaughlin@ed.gov>	Optional

AMERICAN OVERSIGHT

Devine, Katherine <Katherine.Devine@ed.gov>	Optional
Sinclair, Francine <Francine.Sinclair@ed.gov>	Optional
Payne, William <William.Payne@ed.gov>	Optional
Navarro, Erica <Erica.Navarro@ed.gov>	Optional
Coxen, Carrie <Carrie.Coxen@ed.gov>	Optional
Ryan, Sam <Sam.Ryan@ed.gov>	Optional

Time 3:30 PM – 4:30 PM
Subject Hurricane Response with Agenda and Attachments
Location 5C100 and Conference Line
Attachments 2005 and 2017 - chronology of ED legislation.docx
Enclosure with Types of Typically Allowable and Unallowable Project SERV....pdf
HURRICANE EXTENSIONS.xlsx
Hurricane program inventory update8-30-17 emn.doc
Hurricane Recovery (5).xlsx
Show Time As Busy

Bob and Ebony

I wasn't sure whether you had thoughts about the agenda for Monday's meeting. I pulled this one together with OGC's input. If you have any edits, can you advise by noon Monday?

Agenda

Immediate Issues-Hurricane Extensions of expiring funds: 15 Mins
Overview of Katrina, Rita, and LA flooding: funding and program inventory: 10 Mins
Discussion of these responses: 20 Mins

Were these programs comprehensive to address the long-term recovery needs of these populations?
What was missing?
Did any of these programs have unintended impacts that we would seek to mitigate?

Initial programs that we would propose recommending to the Secretary: 10 Mins

Broader waiver authority for k-12, similar to the broader waiver authority we are considering for postsecondary education

Next Steps and Questions: 5 Mins

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Enclosure with Types of Typically Allowable and Unallowable Project SERV....pdf Hurricane program inventory update8-30-17 emn.doc RE: Hurricane language objattph://" objattph://" objattph://" objattph://"

Conference Line

(b)(6)

Attendees	Name <E-mail>	Attendance
	Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
	Eitel, Robert <Robert.Eitel@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
	Dixon, Doris <Doris.Dixon@ed.gov>	Required
	Siegel, Brian <Brian.Siegel@ed.gov>	Required
	Smith, Megan <Megan.Smith@ed.gov>	Required
	Stanton, Craig <Craig.Stanton@ed.gov>	Required
	Cordes, Bill <Bill.Cordes@ed.gov>	Required
	Petersen, Molly <Molly.Petersen@ed.gov>	Required
	Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
	Riddle, Paul <Paul.Riddle@ed.gov>	Required
	Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
	Kean, Larry <Larry.Kean@ed.gov>	Required
	Esquith, David <David.Esquith@ed.gov>	Required
	Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Manning, James <James.Manning@ed.gov>	Required

AMERICAN OVERSIGHT

Cohen, Larry <Larry.Cohen@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Required
Goetz, Braden <Braden.Goetz@ed.gov>	Optional
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
Huh, Stefan <Stefan.Huh@ed.gov>	Optional
Hess, Jane <Jane.Hess@ed.gov>	Optional
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Optional

Time 5:00 PM – 5:30 PM
Subject MEETING: PHONE CALL: Former//Current Interim Superintendent AL Superintendent Ed Richardson
Location Leigh Ann will transfer you (b)(6)
Attachments Ed Richardson.docx
Show Time As Busy
BIO
Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Tuesday, September 19, 2017

Time 8:30 AM – 9:00 AM
Subject Transportation-JB Arranged
Location Home-->Alliance
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 8:30 AM – 10:00 AM
Subject Carrie Personal Appointment 8:30-10AM
Location Available by Phone/Email
Show Time As Tentative
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Coxen, Carrie <Carrie.Coxen@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Johnston, Michael <Michael.Johnston@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

Time 9:00 AM – 10:00 AM
Subject EVENT: Q&A -EFSG
Location Alliance for Excellent Education-1201 Connecticut Avenue NW, Suite 901
Attachments Education Funders Strategy Group OESE Event Request Form- External 9.11.... (2).docx
9.19 EFSG Brief.docx
Show Time As Busy
Event Name: EVENT: Q&A -EFSG
Date: Sept 19th 9AM-10AM
Location: Alliance for Excellent Education-1201 Connecticut Avenue NW, Suite 901

AMERICAN OVERSIGHT

DRAFT BRIEFING PAPER

EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Transportation
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 12:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:30 PM – 1:00 PM
Subject MEETING: PHONE CALL: Karen Johnson-former Assistant Secretary for Legislative Affairs under Bush
Location JB WILL CALL (b)(6)
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Karen Johnson-former Assistant Secretary for Legislative Affairs under President Bush
Purpose: Karen: "The purpose of the call – … , is to get a sense of the Department's goals for the next year. I know the next wave of state plans is about to hit you, and you're focused on fulfilling the directive of the executive order and reviewing all Obama era regs. But having been at the Dept during the implementation of No Child Left Behind, I understand that a lot of the hard work being done is often missed."
Date: September 19th 12:30PM-1PM

BIO

The Honorable Karen A. Johnson served as Assistant Secretary of Education for Legislation and Congressional Affairs. In this Senate

AMERICAN OVERSIGHT

confirmed position Ms. Johnson was the Department's primary contact with Capitol Hill, overseeing the direction, planning and development for the implementation of the Administration's legislative goals and priorities. As Assistant Secretary, she often joined Members of Congress in their districts addressing the landmark and controversial No Child Left Behind Act. A senior member of the Department's staff, Ms. Johnson was a key advisor to Secretary of Education Rod Paige, providing strategic counsel on legislative, political and communications issues.

Before working as Assistant Secretary of Education, Ms. Johnson was vice president of social marketing and public affairs at Porter Novelli, where she had oversight of a number of not-for-profit and foundation clients including Catholic Charities and the Robert Wood Johnson Foundation.

Ms. Johnson is a veteran of numerous campaigns and large scale political management efforts, including the 2000 Republican National Convention in Philadelphia, where she served as convention manager for public liaison, overseeing the logistics and activities of the convention's 45,000 visitors. Additionally, she managed U.S. House Budget Committee Chairman John Kasich's presidential primary campaign and leadership political action committee -- Pioneer PAC.

Ms. Johnson continues to be called up to lend her expertise in the field. In 2006, she was deployed to Oregon where she worked for several months as grass roots coordinator and advisor to Ron Saxton's Gubernatorial campaign. In 2007-2008, she served as a senior advisor for former Arkansas Governor Mike Huckabee's presidential bid and continues to be politically active in her home state of Virginia.

Her campaign work is recognized internationally as well. Ms. Johnson frequently travels to Istanbul on behalf of the International Republican Institute to work with emerging Iraqi women leaders and serves as a mentor to women leaders in Jordan and Egypt through CLIME (Center for Liberty in the Middle East). Most recently she traveled to Albania to work with a variety of coalition groups on the topics of advocacy, leadership and organization.

Ms. Johnson's unique political resume earned her a fellowship at the University of Pennsylvania's Annenberg School for Communications and a speaker at the Fels Institute of Government.

An active member of her community, in recent years Ms. Johnson has focused her efforts on education-related organizations. She is on the Board of the Washington Mathematics Science Technology Public Charter High School in the District of Columbia, and is an education advisory board member for BizWorld, a San Francisco-based non-profit that inspires children to be innovative leaders through the teaching of business, entrepreneurship and finance.

Ms. Johnson began her career as a staff assistant for Congressman Duncan Hunter (R- CA). She is a graduate of Appalachian State

AMERICAN OVERSIGHT

University in North Carolina, where she earned a bachelor's degree in communications. She is the veteran of over a half a dozen marathons and has hiked to the summit of Mt. Kilimanjaro.

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject MEET: ED-FOIA Redaction Guidance
Location Jason's Office 3W315
Show Time As Busy

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: OESE Senior Leadership
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject Office Time

AMERICAN OVERSIGHT

Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject MEET: ESSA 2nd Round Part 1
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: ESSA 2nd Round Part 1
Purpose: To debrief the state plan process and to discuss stakeholder engagement in advance of the next round of submissions.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
McHam, Gerren <Gerren.McHam@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Zarish-Becknell, Kim <Kim.Zarish-Becknell@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Wednesday, September 20, 2017

AMERICAN OVERSIGHT

Time 10:00 AM – 10:15 AM
Subject MEET: Jason Botel Notary Request
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Jason Botel Notary Request
Purpose: To assist Jason Botel, in notarizing his "Horton's Kids" form for tutoring at LBJ.
Location: Jason's Office 3W315

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Pooler, Craig <Craig.Pooler@ed.gov>	Required

Time 10:00 AM – 10:30 AM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: Regs WH
Location Bob's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: Clearances
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

AMERICAN OVERSIGHT

	Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEET: BIE Follow Up Discussion Part 1
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: BIE Follow Up Discussion Part 1
Purpose: To discuss next steps as a result of the DOI/ED/OMB meeting at EEOB on 9/7.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Johnson, Patricia <Patricia.Johnson@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject Serene Escape
Location LBJ Welless Cove BC105B
Recurrence Occurs every Wednesday effective 9/20/2017 until 9/27/2017 from 11:30 AM to 12:00 PM
Show Time As Busy

"Relax, de-stress, and find inner peace"
Instructor Led Class : Guided Meditation

>to sign up email OMMSSupportServices@ed.gov

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

Coxen, Carrie <Carrie.Coxen@ed.gov> Required

Time 12:00 PM – 1:00 PM
Subject MEETING: PHONE CALL 1: ISMICC-Workgroup 1 – Access and Engagement
Location WDCFB6-3W336
Attachments Draft ISMICC First Year Report Outline .docx
Show Time As Busy

1. Access and Engagement
-To include access to crisis management, prevention, early intervention, civil commitment issues, privacy, Emergency Department interfaces, community police and first responders

-Facilitator: Richard McKeon, Suicide Prevention Branch Chief, SAMHSA/CMHS

Dear ISMICC Group Members:

Thank you for signing up to join one or more of the ISMICC work groups. Please find attached the draft outline for the report. This will be the focus of your discussion for your first call with your work group. I have also provided you the URL, dial in number, and access code information below for the meetings.

Thank you so much for participating and please let me know if you have any questions.

All of the workgroups will use the same URL and dial-in number.

Work group meetings are scheduled back-to-back, each workgroup will be limited to 60-minutes. Each workgroup will start at the top of the hour. ISMICC members can join as many of the work groups as they want.

Please join the ISMICC work group meeting using your computer, tablet or smartphone.
URL: https://global.gotomeeting.com/join/64888230 9

Additionally, please dial the number below.

(b)(6)

First GoToMeeting? Try a test
session: http://link.gotomeeting.com/email-welcome

MATERIAL

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
	Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Optional
	Ryder, Ruth <Ruth.Ryder@ed.gov>	Optional
	Richey, Kimberly <Kimberly.Richey@ed.gov>	Optional
	Bradley, Renee <Renee.Bradley@ed.gov>	Optional

Time 1:00 PM – 2:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject OESE Staff Appreciation Cookies/Hot Chocolate/Coffee
Location WDCFB6-3C100
Show Time As Busy

The OESE All Staff Appreciation

Wednesday, Sep 20 2PM-3PM, Rm 3C100

TAKE A BREAK AND JOIN THE REST OF OESE FOR AN HOUR OF:

HEADS-UP (activity game)
COOKIES/HOT CHOCOLATE/COFFEE

Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
OESE All Users <_OESEAllUsers@ed.gov>	Required
Rowan, Maria <Maria.Rowan@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Eldridge, Peter <Peter.Eldridge@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
Anderson, Melika <Melika.Anderson@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
Smith, Charm <Charm.Smith@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Kostic, Kandice <Kandice.Kostic@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional

AMERICAN OVERSIGHT

Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Optional
Edwards, Jacqueline <Jacqueline.Edwards@ed.gov>	Optional
Birge, Eve <Eve.Birge@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Toledo, Annabelle <Annabelle.Toledo@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Pinckney, Christine F. <Christine.Pinckney@ed.gov>	Optional
Cuervo, Amalia <Amalia.Cuervo@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
McCord-Jones, Cassandra <Cassandra.McCord-Jones@ed.gov>	Optional
Marek, Rebecca <Rebecca.Marek@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Easterling, Sharon <Sharon.Easterling@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Muhammad, Faatimah <Faatimah.Muhammad@ed.gov>	Optional

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Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Saunders, Mi-Hwa <Mi-Hwa.Saunders@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Pugh, Catherine <Catherine.Pugh@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
Kirksey, Carla <Carla.Kirksey@ed.gov>	Optional
Lund, Miriam <Miriam.Lund@ed.gov>	Optional
Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Lieth, Anna <Anna.Lieth@ed.gov>	Optional
Didlo, Amie <Amie.Didlo@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Davis, Paulette <Paulette.Davis@ed.gov>	Optional
Smith, Danielle <Danielle.Smith2@ed.gov>	Optional
Witt, Elizabeth <Elizabeth.Witt@ed.gov>	Optional
Eggleston, Chad <Chad.Eggleston@ed.gov>	Optional
KyserPegram, Carlette <Carlette.KyserPegram@ed.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional
Rashid, Tahira <Tahira.Rashid@ed.gov>	Optional
Morrisey, Shane <Shane.Morrisey@ed.gov>	Optional

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	Farmer, Katrina <Katrina.Farmer@ed.gov>	Optional

Time 2:30 PM – 3:00 PM
Subject Jason Botel/Weekly Update
Location 7W315
Show Time As Busy
Categories Red Category
Attendees

Name <E-mail>	Attendance
Venable, Joshua <Joshua.Venable@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:30 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: FLEC Internal
Location Jason's Office 3W315
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Kissel, Adam <Adam.Kissel@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Coogan, Elizabeth <Elizabeth.Coogan@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Optional

Thursday, September 21, 2017

Time 10:00 AM – 10:30 AM
Subject Hurricane Response (with Attachment from Last Meeting)
Location 5C100 and Conference Line
Attachments Hurricane program inventory update8-30-17 emn.doc

AMERICAN OVERSIGHT

Show Time As Busy
Conference Line

(b)(6)

Attendees

Name <E-mail>	Attendance
Navarro, Erica <Erica.Navarro@ed.gov>	Organizer
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Required
McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Required
Dixon, Doris <Doris.Dixon@ed.gov>	Required
Siegel, Brian <Brian.Siegel@ed.gov>	Required
Smith, Megan <Megan.Smith@ed.gov>	Required
Stanton, Craig <Craig.Stanton@ed.gov>	Required
Cordes, Bill <Bill.Cordes@ed.gov>	Required
Petersen, Molly <Molly.Petersen@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Riddle, Paul <Paul.Riddle@ed.gov>	Required
Simpson, Daniel <Daniel.Simpson@ed.gov>	Required
Kean, Larry <Larry.Kean@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
Manning, James <James.Manning@ed.gov>	Required
Cohen, Larry <Larry.Cohen@ed.gov>	Required

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Martin, Nancy <Nancy.Martin@ed.gov>	Required
Conaty, Joe <Joseph.Conaty@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Negron-Perez, Hamed <Hamed.Negron-Perez@ed.gov>	Required
Goetz, Braden <Braden.Goetz@ed.gov>	Required
Dirrigl, Mary Louise <Mary.Louise.Dirrigl@ed.gov>	Required
Huh, Stefan <Stefan.Huh@ed.gov>	Required
Hess, Jane <Jane.Hess@ed.gov>	Required
Koeppel, Dennis <Dennis.Koeppel@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Optional

Time 12:30 PM – 1:00 PM
Subject MEET: OESE Staffing
Location Holly's Office
Show Time As Busy
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required

AMERICAN OVERSIGHT

Time 1:00 PM – 1:30 PM
Subject MEET: EIG Submission
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: EIG Submission
Purpose: To discuss EIG Submission.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Jeff-Pannell, Ernestine <Ernestine.Jeff-Pannell@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 2:30 PM
Subject Diversity and Inclusion Council Meeting
Location (b)(6)
Attachments Council-Charter_Final Draft_ 2017-09-08.pdf
Diversity and Inclusion Council Agenda 2017-09-21.pdf
Show Time As Tentative

Good afternoon,

The agenda for the upcoming Diversity and Inclusion Council (Council) meeting has been attached. Please take time prior to the meeting to review the revised Council charter.
Council-Charter_Final Draft_ 2017-09-08.pdf objattph://"
We look forward to your participation on Thursday.

Attendees

Name <E-mail>	Attendance
ED_Diversity_and_Inclusion_Council <ED_Diversity_and_Inclusion_Council@ed.gov>	Organizer
Carter, Denise <Denise.Carter@ed.gov>	Required
Minami, Kristine <Kristine.Minami@ed.gov>	Required
Ham, Holly <Holly.Ham@ed.gov>	Required
Ryder, Ruth <Ruth.Ryder@ed.gov>	Required
Ford, Kim R. <Kim.Ford@ed.gov>	Required
Gray, Jason <Jason.Gray@ed.gov>	Required
Battle, Sandra <Sandra.Battle@ed.gov>	Required
Anderson, Margo <Margo.Anderson@ed.gov>	Required

AMERICAN OVERSIGHT

Chism, Monique <Monique.Chism@ed.gov>	Required
Bell-Ellwanger, Jenn <Jennifer.Bell-Ellwanger@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Anand, Supreet <Supreet.Anand@ed.gov>	Required
Crowner, Quasette <Quasette.Crowner@ed.gov>	Required
Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>	Required
Stapleton, Katina <KATINA.STAPLETON@ed.gov>	Required
Drayton, Crystal <Crystal.Drayton@ed.gov>	Required
Lessard, Ron <Ron.Lessard@ed.gov>	Required
Sharpe, Jesse <Jesse.Sharpe@ed.gov>	Required
Cooper, Countess Clarke <Countess.Cooper@ed.gov>	Required
Ramakis, Jessica <Jessica.Ramakis@ed.gov>	Required
Rodriguez, Celeste <Celeste.Rodriguez@ed.gov>	Required
Tesoriero, Vanessa <Vanessa.Tesoriero@ed.gov>	Required
Tuia, Justis <Justis.Tuia@ed.gov>	Required
Jones, Gary <Gary.Jones@ed.gov>	Required
Young, Claudette <Claudette.Young@ed.gov>	Required
Morris, Karen <Karen.Morris@ed.gov>	Required
Harris, Sharon <Sharon.Harris@ed.gov>	Required
Rosenfelt, Phil <Phil.Rosenfelt@ed.gov>	Required
Cuffee-Graves, Cassandra <C.Cuffee-Graves@ed.gov>	Required
Chew, Michael <Michael.Chew@ed.gov>	Required
Martinez, Maria V. (OM) <Maria.V.Martinez@ed.gov>	Required

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Poirier, Kylie <Kylie.Poirier@ed.gov>	Required
Cook, Karolyn <Karolyn.Cook@ed.gov>	Required
Smith, Richard <Richard.Smith@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Richey, Kimberly <Kimberly.Richey@ed.gov>	Required
Jackson, Candice <Candice.Jackson@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Viana, Jose <Jose.Viana@ed.gov>	Required
Johnson, Wayne <Wayne.Johnson@ed.gov>	Required
Smith, Kathleen <Kathleen.Smith@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Gwendolyn (OM) <Gwendolyn.Washington@ed.gov>	Required
Thierry, Lisa <Lisa.Thierry@ed.gov>	Required
Winston, Melanie <Melanie.Winston@ed.gov>	Required
Cutler, Samantha <Samantha.Cutler@ed.gov>	Optional
Brock, Thomas <Thomas.Brock@ed.gov>	Optional
Rivery, Lourdes <Lourdes.Rivery@ed.gov>	Optional
Torres, Jessica <Jessica.Torres@ed.gov>	Optional
Guevara, Crystal <Crystal.Guevara@ed.gov>	Optional
Scannelli, Carol <Carol.Scannelli@ed.gov>	Optional

Time 1:25 PM – 2:00 PM
Subject MEETING: Diversity and Inclusion Council
Location 240-20
Attachments Council-Charter_Final Draft_ 2017-09-08.pdf
Diversity and Inclusion Council Agenda 2017-09-21.pdf

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Show Time As Busy

1:25-1:40PM Jason will provide feedback from DCA Training
[Note you will be one of 3 people during this time that will be providing feedback]

MATERIALS

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject MEET: Jason & Chris Weekly Check In
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Friday, September 22, 2017

Time All Day
Subject FYI: Teach To Lead Conference
Location Jason's Office 3W315
Show Time As Free
Categories Purple Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:30 AM – 11:00 AM
Subject MEET: Annual Data Releases
Location Jason's Office 3W315
Attachments Annual Data Releases One Pager 20170911.jb.docx
Show Time As Busy

Meeting Name: MEET: Annual Data Releases
Purpose: To discuss annual data releases.
Location: Jason's Office

(b)(6)

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(b)(6)

MATERIAL

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Newman, Sarah <Sarah.Newman@ed.gov>	Required
	Washington, Mark <Mark.Washington@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEETING: PHONE CALL: Monifa McKnight
Location JB WILL CALL 301-279-8440
Show Time As Busy

Meeting Name: MEETING: PHONE CALL: Monifa McKnight
Date: Sept 15th 10AM
Location: JB WILL CALL 301-279-8440

Dr. Monifa B. McKnight
Director, Secondary Leadership Development Programs
Office of School Support and Improvement
Montgomery County Public Schools

Categories Purple Category

Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject Jason interview Matt Simon
Location Jason's Office
Attachments MSimon Resume.pdf
Show Time As Busy

objattph://"

Categories Red Category

Attendees	Name <E-mail>	Attendance
	Ventimiglia, Eric <Eric.Ventimiglia@ed.gov>	Organizer

AMERICAN OVERSIGHT

Botel, Jason <Jason.Botel@ed.gov>	Required

Time 2:00 PM – 2:30 PM
Subject MEET: BIE Follow Up Discussion Part 2
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: BIE Follow Up Discussion Part 2
Purpose: To discuss next steps as a result of the DOI/ED/OMB meeting at EEOB on 9/7.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Eichner, Jill <Jill.Eichner@ed.gov>	Required
Rosenfelt, Phil (Phil.Rosenfelt@ed.gov) <Phil.Rosenfelt@ed.gov>	Required
Salley, Robert <Robert.Salley@ed.gov>	Required
Rooney, Patrick <Patrick.Rooney@ed.gov>	Required
Miceli, Roberta <Roberta.Miceli@ed.gov>	Required
Johnson, Patricia <Patricia.Johnson@ed.gov>	Required

Time 2:30 PM – 3:00 PM
Subject MEET: Oct 2nd WH Event
Location Bob's Office
Show Time As Busy

Meeting Name: MEET: Oct 2nd WH Event
Purpose: To discuss Oct 2nd WH Event and communications
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Eitel, Robert <Robert.Eitel@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required

AMERICAN OVERSIGHT

Time 3:00 PM – 3:30 PM
Subject MEET: Clearances
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Monday, September 25, 2017

Time 9:15 AM – 9:45 AM
Subject BRIEFING: PTA
Attachments 9.25.2017 BDV Briefing PTA.pdf
Show Time As Busy
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 9:15 AM – 9:45 AM
Subject Meeting with President Jim Accomando and Executive Director Nathan Monell, National PTA
Location Office of the Secretary
Show Time As Busy

Jim would like to speak with Secretary DeVos about National PTA's public policy priorities, particularly family engagement in education.

Below are links to two of our public policy/advocacy materials:

HYPERLINK "https://s3.amazonaws.com/rdcms-pta/files/production/public/Images/2017-PPA-Advocacy-Web.pdf"PTA Advocacy Changes Lives: National PTA Guide to Impacting Public Policy

HYPERLINK "https://s3.amazonaws.com/rdcms-pta/files/production/public/Images/2017-PPA-LegislativeChecklist-Web.pdf"National PTA Legislative Checklist for 115th Congress

Categories Red Category
Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Required
	EDCalendar <EDCalendar@ed.gov>	Required

Time 9:50 AM – 10:20 AM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->EEOB
Show Time As Busy

Jeffrey
202-713-6576

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 10:00 AM – 12:30 PM
Subject EVENT: STEM MEMO
Location West Wing
Show Time As Busy

Please call Liza when you arrive to West Wing Lobby

Liza Georges
202-456-4628
HYPERLINK "mailto:Eliza.B.Georges@who.eop.gov"
Eliza.B.Georges@who.eop.gov

Julie Radford
HYPERLINK "mailto:Julie.T.Radford@who.eop.gov"
Julie.T.Radford@who.eop.gov

Calls
>11:30 (with governors and local stakeholders)
>noon (with reporters)

Categories Red Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject Meeting with Alicia Levi, President and CEO, Reading Is Fundamental
Location Office of the Secretary
Show Time As Tentative

Alicia Levi, President & CEO, Reading Is Fundamental

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Jack Remondi, Chairman of the Board of Reading Is Fundamental; President & CEO, NAVIENT
Ed DeLeon, Chief Program and Content Officer, Reading Is Fundamental
Jennifer Moone, Director of Government & Community Relations

And topics for discussion:

Introduction to Reading Is Fundamental (new strategic vision focused on leadership, content and community
The nation's literacy crisis
Engagement and partnership opportunities, National Reading Month in March 2018

Categories Red Category

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
EDCalendar <EDCalendar@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Lee, Ebony <Ebony.Lee@ed.gov>	Optional

Time 12:50 PM – 1:20 PM
Subject Transportation-Motor Pool Confirmed
Location EEOB-->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:00 PM – 1:30 PM
Subject September ERB Meeting
Location LBJ, 2W240-20
Show Time As Busy

Hello Jason,

As part of the executive resources management process, Hiring Managers and/or his/her designee must be present for the ERB meeting to defend their position/selection request.

You are cordially invited to present your ERB agenda item (Deputy Assistant Secretary for Policy and Planning, reassignment) at the September ERB. Please be prepared to address any questions related

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to your agenda item.

Regards,

Valarie N. Barclay
Director, Executive Resources
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Phone: 202-453-5918
Cell: 202-255-1534
Email: HYPERLINK "mailto:valarie.barclay@ed.gov"valarie.barclay@ed.gov

Attendees

Name <E-mail>	Attendance
Barclay, Valarie <Valarie.Barclay@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 1:00 PM – 3:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 2:50 PM – 3:10 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->Hyatt Regency Capitol Hill
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:20 PM – 4:00 PM
Subject EVENT: Remarks: NAFIS Fall 2017 Conference
Location Hyatt Regency Capitol Hill-Regency Ballroom

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Attachments Attendees 8-24-17.pdf
Program Short Agenda.docx
OESE Event Request Form- External (1).docx
nafis-tps-pk ml_ma.docx
Botel.NAFIS.Briefing.docx

Show Time As Busy

Event Name: EVENT: Remarks: NAFIS Fall 2017 Conference
Date: September 25th 3:20-4PM
Location: Hyatt Regency Capitol Hill-Regency Ballroom

Call Jocelyn Bissonnette when you arrive 401-742-7874

AGENDA

BRIEFING

REMARKS

ATTENDEES

EVENT REQUEST

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required

Time 4:00 PM – 4:30 PM
Subject Transportation-Motor Pool Confirmed
Location Hyatt Regency Capitol Hill-->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:30 PM – 5:00 PM
Subject MEET: OIE Director
Location Jason's Office
Importance High
Show Time As Busy

The Director for the Office of Indian Education left the positon in November 2016. OESE interviewed and selected an individual to serve

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as the Director, and made an offer that was accepted. However the hiring action was not completed due to the background investigation process not being completed before the hiring freeze and after 3 months, the candidate withdrew her application. Bernard Garcia has been serving as the Acting Director for Indian Education since November 2016 and in November 2017 he will reach his one year mark for serving as the Acting Director, and as such, we are required to make a new assignment. Additionally, in January Bernard is retiring from the Department. Bernard is the only GS 15 in the Office of Indian Education. There is only one other GS 15 within the Department that has Indian preference, and this individual works in the OGC and it is unlikely that she would want to serve as director for the Office of Indian Education.

We would like to re-assign Tara Ramsey, who currently serves as a GS-15 in the Office of Migrant Education, to the role of Acting Director for the Office of Indian Education. We have requested to receive an exception to the hiring freeze to recruit for the permanent director for the Office of Indian Education and are about to make that request again when the request window opens again on 11/9, and as soon as this is approved we fully intend to post the position with consideration of Indian preference.

Staff in HR has raised a concern that several people are currently serving in the Office of Indian Education that do not meet the Indian preference requirement. As a result, there is a legal question about whether or not Ms. Ramsey (or any other employee that would be ineligible to receive Indian preference) would be able to be re-assigned to a positon in the Office of Indian Education. HR indicated to OESE that HR would needed to confer with OGC on this matter.

We have an immediate need to resolve this matter and would like to announce this change to staff this week.

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Ham, Holly <Holly.Ham@ed.gov>	Required
	Menashi, Steven <Steven.Menashi@ed.gov>	Required

Tuesday, September 26, 2017

Time 10:30 AM – 11:00 AM
Subject MEET: Job Descriptions
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: Job Descriptions
Purpose: To discuss specific portfolio items for job descriptions.
Location: Jason's Office

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Attendees	Name <E-mail>	Attendance
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject BRIEFING: First 5 Years Fund
Location WDCFB6-3W336
Attachments ESSA_ECE_ProvisionsNarrativeSummaryAnalysis_020316 .pdf
F_FFYF_ESSA_WhatECECanLookLikeinStatesDistricts_01 1817.pdf
OESE_Meeting_Request_FirstFiveYearsFund.docx
FFYF-Policy-Framework-One-Pager-1.pdf
Show Time As Busy

Meeting Name: MEETING: First Five Years Fund
Date: Sept 26th 11:30AM
Location: Jason's Office

ATTENDEES
Sarah Rittling – National Director of the First Five Years Fund
Amanda Guarino – Policy Director of the First Five Years Fund
Fae Rabin – Policy Manager of the First Five Years Fund
Reg Leichty – Founder and Partner at Foresight Law + Policy Advisors

PROPOSED AGENDA
Introductions
Current Status of Interagency Coordination in Early Learning and Care
ESSA Implementation
Optimizing Federal Support
Preschool Development Grants
Next Steps

HELPFUL BRIEFING MATERIALS
Mission
"Our mission is to create a smarter, stronger, healthier, and more productive America through early childhood education for disadvantaged children through bipartisan federal advocacy."
What We Do
"Through vision, leadership, influence, funding and accountability the First Five Years Fund advances federal investment in quality early childhood education for disadvantaged children from birth to age five. FFYF provides policymakers, advocates, business leaders and the public with the research and information necessary to make informed investments in quality early childhood development.
We help align best practices with the best possible policies and work with advocacy groups, the White House and both parties in Congress to negotiate federal solutions that work for children, families, taxpayers and state governments. Early childhood development is a practical, not partisan issue—so we collaborate with a diverse and

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wide range of federal and state advocates, business leaders and policymakers to help craft early childhood policies that provide lasting economic and social returns."

PROVIDED MATERIALS

https://www.ffyf.org/

POINT OF CONTACT
Fae Rabin
Policy Manager
(b)(6)

MEETING REQUEST

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 11:30 AM – 12:00 PM
Subject MEETING: First Five Years Fund
Location 3W336
Show Time As Busy
Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
frabin@ffyf.org <frabin@ffyf.org>	Required

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Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Proctor, Tammy <Tammy.Proctor@ed.gov>	Required
Lyles, Sylvia <Sylvia.Lyles@ed.gov>	Required

Time 12:00 PM – 1:30 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:00 PM
Subject MEET: OSS State Plan Process Overview
Location Jason's Office 3W315
Attachments Lessons Learned - State Plan Review 9.26.17.docx
OESE State Plan Review Process.docx
State Plan Review Process - Chart.docx
Show Time As Busy

Meeting Name: MEET: OSS State Plan Process Overview
Purpose: To discuss OSS State Plan process overview for the 2nd submission.
Location: Jason's Office

MATERIALS
1) State Plan Review - Chart
2) State Plan Review – Narrative
3) Lessons Learned document

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Patrick Rooney (patrick.rooney@ed.gov) <patrick.rooney@ed.gov>	Required
Roberta Miceli (roberta.miceli@ed.gov) <roberta.miceli@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

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Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject BRIEFING: Beating the Odds
Attachments Beating The Odds Briefing (1).docx
QBOL_Challenger Learning Center_initiative (1).pdf
Show Time As Busy
BRIEFING
Categories Blue Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

Time 2:00 PM – 3:00 PM
Subject MEETING: Beating the Odds Foundation
Location Secretary's Conference Room (OS Managed)
Attachments OS Meeting Request-Beating the Odds.docx
QBOL_Challenger Learning Center_initiative.pdf
Show Time As Busy
Meeting Name: MEETING: Beating the Odds Foundation
Purpose: Introductory: To discuss "the mission of the Beating the Odds Foundation and it's partnerships the past 27 years."
Date: September 26th 2-3PM
[BDV Drop By 2:15PM]
Location: Secretary's Conference Room

PARTICIPANTS
Rocco Scalzi, Founder, Beating the Odds Foundation
Rocky Bleier, Co-Chair Beating the Odds Foundation
Danti Simi, Founder & CEO Learn for Life Consortium
Bill Toomey, Executive V.P. Academic Affairs Learn for Life Consortium
Jeri Vincent, Chief Administrator Choices in Learning
Skip Hansen, V.P. Learn for Life Consortium

BEAT THE ODDS MATERIALS

"The link below is a brief message from Rocky Bleier along with two attachments highlighting our Quarterbacks of Life/NASA partnership."
http://www.youtube.com/watch?v=zp4_R08C3ww

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OS Original Meeting Request

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Secretary's Conference Room (OS Managed) <WDCFB6-7W300@ed.gov>	Resource

---

Time 2:15 PM – 2:30 PM

Subject Drop by: Beating the Odds Foundation

Location Secretary's Conference Room (OS Managed)

Show Time As Busy

Rocco Scalzi, Founder, Beating the Odds Foundation
Rocky Bleier, Co-Chair Beating the Odds Foundation
Danti Simi, Founder & CEO Learn for Life Consortium
Bill Toomey, Executive V.P. Academic Affairs Learn for Life Consortium
Jeri Vincent, Chief Administrator Choices in Learning
Skip Hansen, V.P. Learn for Life Consortium

The topics we will be discussing include the mission of the Beating the Odds Foundation and it's partnerships the past 27 years. The link below is a brief message from Rocky Bleier along with two attachments highlighting our Quarterbacks of Life/NASA partnership. Thanks again for your help and support. We look forward to meeting you on September 26.

Categories Red Category

Attendees

Name <E-mail>	Attendance
DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
Botel, Jason <Jason.Botel@ed.gov>	Required

Time 3:00 PM – 3:30 PM

Subject MEET: Paperwork Final Review

Location Jason's Office 3W315

Show Time As Busy

Meeting Name: MEET: Paperwork Final Review
Purpose: To discuss paperwork for final review.
Location: Jason's Office

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer

AMERICAN OVERSIGHT

	Jackson, Stacie G. <Stacie.Jackson@ed.gov>	Required
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 4:10 PM – 4:40 PM
Subject MEET: School Ambassador Fellows
Location Jason's Office 3W315
Show Time As Busy

Meeting Name: MEET: School Ambassador Fellows
Purpose: To discuss School Ambassador Fellows.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Required
Dorfman, Cynthia <Cynthia.Dorfman@ed.gov>	Required
Stratman, Karen <Karen.Stratman@ed.gov>	Required
Dedert, Mitchell <Mitchell.Dedert@ed.gov>	Required

Time 4:45 PM – 5:15 PM
Subject Meeting with Jason Botel and Peter Oppenheim
Location Office of the Secretary
Show Time As Tentative

Topic: Federal Grad Rate Requirement, Prep for Phone Call with Dr. McCormick and Indiana Governor

Categories Red Category

AMERICAN OVERSIGHT

Attendees	**Name <E-mail>**	**Attendance**
	DeVos, Betsy <Betsy.DeVos@ed.gov>	Organizer
	EDCalendar <EDCalendar@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Botel, Jason <Jason.Botel@ed.gov>	Required
	Walker, Kathryn <Kathryn.Walker@ed.gov>	Required

Time 6:00 PM – 6:30 PM
Subject Message Left for TN Candice McQueen
Show Time As Busy
Categories Red Category

Wednesday, September 27, 2017

Time 10:10 AM – 10:30 AM
Subject FYI: 2017 National Private School Leadership Conference
Location Barnard
Attachments Final Agenda 2017 National Private School Leadership Conference revised.pdf
Show Time As Busy
NOTE: Attendees have a "networking break" at 10:10AM if folks are interested in connecting

AGENDA
Categories Blue Category

Attendees	**Name <E-mail>**	**Attendance**
	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:00 AM – 11:45 AM
Subject HOLD: Meeting with Ashley Gunn, WH (for October 2 event)
Location Secretary's Conference Room (OS Managed)
Show Time As Busy
Ashley Gunn and Jeff McLane would like to come to ED to discuss the October 2 event.

Nathan and Liz, not sure of your travel schedules, but if one of you is around either one of you should probably attend. I don't think that we will take the entire 45 minutes.

AMERICAN OVERSIGHT

Steve, she asked for the GC as well. I have no idea why.

Categories Red Category

Attendees

Name <E-mail>	Attendance
Eitel, Robert <Robert.Eitel@ed.gov>	Organizer
Broadwater, Sara <Sara.Broadwater@ed.gov>	Required
Honeysett, Adam <Adam.Honeysett@ed.gov>	Required
Menashi, Steven <Steven.Menashi@ed.gov>	Required
Botel, Jason <Jason.Botel@ed.gov>	Required
Bailey, Nathan <Nathan.Bailey@ed.gov>	Optional
Hill, Elizabeth <Elizabeth.Hill@ed.gov>	Optional

Time 11:30 AM – 12:00 PM
Subject Transportation-Motor Pool Confirmed
Location LBJ-->EEOB
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 12:00 PM – 2:30 PM
Subject MEETING: WH ONDCP
Location EEOB Room 350
Attachments Commission Meeting Agenda 9 27 2017.pdf
fr-notice-commission-mtg-09272017.pdf
ONDCP March 28 meeting FINAL.DOCX
Sec. Devos Background on Opioids v2.docx
Show Time As Busy

Third Meeting of the President's Commission on Combating Drug Addiction and the Opioid Crisis
The third Commission meeting will be held on Wednesday, September 27, 2017 from 12:30 pm until approximately 2:30 pm (Eastern time). The meeting will be held at the Eisenhower Executive Office Building, Room 350, in the Executive Office of the President in Washington, DC.

It will be open to the public through livestreaming on https://www.whitehouse.gov/live.

The meeting will consist of statements to the Commission from invited

AMERICAN OVERSIGHT

government, nonprofit, and business organizations regarding Innovative Pain Management and Prevention Measures for Diversion followed by discussion of the issues raised.

AGENDA

12:30 pm – 12:35 pm Commission Orientation Michael Passante Designated Federal Officer
12:35 pm – 12:45 pm Opening Remarks Governor Chris Christie Commission Chair
12:45 pm – 12:50 pm Remarks Dr. Francis Collins Director, National Institutes of Health
12:50 pm – 12:55 pm Remarks Stephen J. Ubl President and CEO, PhRMA
12:55 pm – 1:45 pm Testimony of Invited Organizations (5 minutes each)

1:45 pm – 1:50 pm Break

1:50 pm – 2:25 pm Open Dialogue between Commission Members and Invited Organizations
2:25 pm – 2:30 pm Closing Remarks Governor Chris Christie Commission Chair

FEDERAL REGISTER MEETING ANNOUNCEMENT

PREVIOUS BACKGROUND GIVEN TO BDV

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 1:30 PM – 2:30 PM
Subject OESE Staff Appreciation: Popcorn Party
Location WDCFB6-3C100
Show Time As Busy

Save the Date for an OESE Popcorn Party!

Categories Green Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required
Chism, Monique <Monique.Chism@ed.gov>	Required

AMERICAN OVERSIGHT

Johnston, Michael <Michael.Johnston@ed.gov>	Required
Hunter, Tina <Tina.Hunter@ed.gov>	Required
Coley, Jerine <Jerine.Coley@ed.gov>	Required
Frost, Frances <Frances.Frost@ed.gov>	Required
OESE All Users <_OESEAllUsers@ed.gov>	Required
WDCFB6-3C100 <WDCFB6-3C100@ed.gov>	Resource
Nunez, Mario <Mario.Nunez@ed.gov>	Optional
McKinney, Jessica <Jessica.Mckinney@ed.gov>	Optional
Sorokin-Altmann, Jedidiah <Jed.Sorokin-Altmann@ed.gov>	Optional
Cox, Katherine <Katherine.Cox@ed.gov>	Optional
Schulz, Eric <Eric.Schulz@ed.gov>	Optional
Taliaferro, Jason <Jason.Taliaferro@ed.gov>	Optional
Avery, Tawanda <Tawanda.Avery@ed.gov>	Optional
Ramirez, Lisa <Lisa.Ramirez@ed.gov>	Optional
Weems, Kia <Kia.Weems@ed.gov>	Optional
Tate, Christopher <Christopher.Tate@ed.gov>	Optional
Ahmady, Lori <Lori.Ahmady@ed.gov>	Optional
Miceli, Roberta <Roberta.Miceli@ed.gov>	Optional
Rooney, Patrick <Patrick.Rooney@ed.gov>	Optional
Joseph, Denise <Denise.Joseph@ed.gov>	Optional
Carr, Patrick <Patrick.Carr@ed.gov>	Optional
Brice, Porscheoy <Porscheoy.Brice@ed.gov>	Optional
Horner-Smith, Mildred <Mildred.Horner-Smith@ed.gov>	Optional

AMERICAN OVERSIGHT

Forrester, Tiffany <Tiffany.Forrester@ed.gov>	Optional
Smith, Kimberly <Kimberly.Smith@ed.gov>	Optional
Putney, LaTisha <Latisha.Putney@ed.gov>	Optional
Roney, Collette <Collette.Roney@ed.gov>	Optional
Weber, Keely <Keely.Weber@ed.gov>	Optional
Peasley, Donald <Donald.Peasley@ed.gov>	Optional
Miles, Michele <Michele.Miles@ed.gov>	Optional
Randall, Valerie <Valerie.Randall@ed.gov>	Optional
Toledo, Annabelle <Annabelle.Toledo@ed.gov>	Optional
Schmidt, Ashlee <Ashlee.Schmidt@ed.gov>	Optional
Sullivan, Madeline <Madeline.Sullivan@ed.gov>	Optional
Hodel, Hannah <Hannah.Hodel@ed.gov>	Optional
Wood, Tina <Tina.Wood@ed.gov>	Optional
Rowan, Maria <Maria.Rowan@ed.gov>	Optional
Fenton, Christopher <Christopher.Fenton@ed.gov>	Optional
Ramsey, Tara <Tara.Ramsey@ed.gov>	Optional
Marshall, Janice <Janice.Marshall@ed.gov>	Optional
Jaime, Ivonne <Ivonne.Jaime@ed.gov>	Optional
Harwarth, Irene <Irene.Harwarth@ed.gov>	Optional
Callins, Corrinne <Corrinne.Callins@ed.gov>	Optional
Outlaw, Erica <Erica.Outlaw@ed.gov>	Optional
Hernandez-Marshall, Angela <Angela.Hernandez-Marshall@ed.gov>	Optional
Johnson, Lynyetta <Lynyetta.Johnson@ed.gov>	Optional

AMERICAN OVERSIGHT

Sweeney, Alexandra <Alexandra.Sweeney@ed.gov>	Optional
Coplin, Julie <Julie.Coplin@ed.gov>	Optional
Hilliard, Deirdra <Deirdra.Hilliard@ed.gov>	Optional
Brianas, Jennifer <Jennifer.Brianas@ed.gov>	Optional
Clark, Jane <Jane.Clark@ed.gov>	Optional
Hedlund, Daryn <Daryn.Hedlund@ed.gov>	Optional
Georgia, Michelle <Michelle.Georgia@ed.gov>	Optional
Long, Bonny <Bonny.Long@ed.gov>	Optional
Wells, Michael <Michael.Wells@ed.gov>	Optional
Anderson, Claudette <Claudette.Anderson@ed.gov>	Optional
Cantrell, David <David.Cantrell@ed.gov>	Optional
Thurmond, Bryan <Bryan.Thurmond@ed.gov>	Optional
Calderon, Brenda <Brenda.Calderon@ed.gov>	Optional
McCampbell, Gregory <Gregory.McCampbell@ed.gov>	Optional
Keohane, Bryan <Bryan.Keohane@ed.gov>	Optional
Siry, Melissa <Melissa.Siry@ed.gov>	Optional
Hall, Marilyn <Marilyn.Hall@ed.gov>	Optional
Sadeghi, Lisa <Lisa.Sadeghi@ed.gov>	Optional
Ognibene, Amanda <Amanda.Ognibene@ed.gov>	Optional
Choroser, Stephanie <Stephanie.Choroser@ed.gov>	Optional
McCord-Jones, Cassandra <Cassandra.McCord-Jones@ed.gov>	Optional
Lund, Miriam <Miriam.Lund@ed.gov>	Optional
Bentley-Memon, Millicent <Millicent.Bentley-Memon@ed.gov>	Optional

AMERICAN OVERSIGHT

Quiroz, Michael <Michael.Quiroz@ed.gov>	Optional
Akinsipe, Jasmine <Jasmine.Akinsipe@ed.gov>	Optional
Scott, Jameel <Jameel.Scott@ed.gov>	Optional
Washington, Mark <Mark.Washington@ed.gov>	Optional

Time 2:40 PM – 3:10 PM
Subject Transportation-Motor Pool Confirmed
Location EEOB-->LBJ
Show Time As Busy

(b)(6)

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required

Time 3:00 PM – 4:00 PM
Subject Office Time
Show Time As Busy
Categories Yellow Category

Time 3:30 PM – 4:00 PM
Subject BRIEFING: Association of CA School Administrators
Show Time As Busy

BACKGROUND

The Association of California School Administrators is the largest umbrella organization for school leaders in the United States, serving more than 17,000 California educators. 19 Regions in California, comprised of local Charters. ACSA's top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. Our mission is to be the driving force of education in California and beyond.

Administrators in California had long talked of forming an umbrella organization that encompassed their varied professional functions. Formed in July, 1971, ACSA became the first operative united administrator organization in the nation. Since ACSA's inception, administrator associations in 39 states have moved toward some form of consolidated or umbrella organization. ACSA is the only association in the nation that encompasses the broad spectrum of the management/leadership team.

AMERICAN OVERSIGHT

Adonai Mack Bio
https://www.acsa.org/application/files/9314/7146/0451/Adonai_Mack_Bio.pdf

Reg Leichty and Amy Starzynski Bios
http://www.flpadvisors.com/professionals.html

2015-2017 Legislative Platform
https://www.acsa.org/application/files/3914/6197/0155/LegislativePlatform_2015-17.pdf

Strategic Plan Information
https://www.acsa.org/Strategic-Plan

ACSA embarked on the Strategic Planning process in 2012. A Strategic Planning team developed a draft plan, which was approved by the Board of Directors the following year. The final HYPERLINK "https://www.acsa.org/download_file/view/412/224"S trategic Plan contains a new mission statement as well as nine strategies for success, and within each strategy are distinct action plans. The work of Phase 1, which began in 2013 and ended in June of 2015, went far beyond the scope of the initial action plans. This work is outlined in the HYPERLINK "https://www.acsa.org/download_file/view/255/224"P hase 1 Implementation Summary. We have now embarked on Phase 2, continuing our work in several key issue areas: education advocacy; learning experiences and professional development; alliances and networks; communications, marketing and branding; technology; and governance and finance.

Accountability System Statement-Sept 19, 2017
https://www.acsa.org/newsroom/california-continue-work-accountability-system

Categories Blue Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 4:30 PM – 4:45 PM
Subject MEET: DE Amendment
Location Ebony's Office
Show Time As Busy

Meeting Name: MEET: DE Amendment
Purpose: To discuss a process question regarding DE Amendment. This is not a policy question.
Location: Ebony's Office

Attendees

Name <E-mail>	Attendance

AMERICAN OVERSIGHT

	Botel, Jason <Jason.Botel@ed.gov>	Organizer
	Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
	Oppenheim, Peter <Peter.Oppenheim@ed.gov>	Required
	Lee, Ebony <Ebony.Lee@ed.gov>	Required

Thursday, September 28, 2017

Time 8:30 AM – 9:00 AM
Subject MEET: ED Data Express Funding Request
Location Jason's Office 3W315
Show Time As Busy
Categories Green Category
Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Washington, Mark <Mark.Washington@ed.gov>	Required

Time 10:00 AM – 11:00 AM
Subject FW: Office of Indian Education -- Discussion of Current State and Next Steps
Location (b)(6)
Show Time As Busy

FYI

-----Original Appointment-----
From: McFadden, Elizabeth
Sent: Wednesday, September 27, 2017 2:33 PM
To: McFadden, Elizabeth; Kim, Eun (OGC); Mayo-Tall, Karen; Friendly, Deborah; Hunter, Tina; Green, Bianca; Gilman, Jennifer; Washington, Mark
Cc: Sasser, Tracey; Washington, Mark
Subject: Office of Indian Education -- Discussion of Current State and Next Steps
When: Thursday, September 28, 2017 10:00 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).
(b)(6)

All –

Can we get together tomorrow to make sure we are all on the same page on the personnel actions we have been discussing and what further steps we need to take? There is a conference line for anyone

AMERICAN OVERSIGHT

who needs to call in.

Thanks!

Elizabeth

Attendees	Name <E-mail>	Attendance
	McFadden, Elizabeth <Elizabeth.McFadden@ed.gov>	Organizer
	Kim, Eun (OGC) <Eun.Kim@ed.gov>	Required
	Mayo-Tall, Karen <Karen.Mayo-Tall@ed.gov>	Required
	Friendly, Deborah <Deborah.Friendly@ed.gov>	Required
	Hunter, Tina <Tina.Hunter@ed.gov>	Required
	Green, Bianca <Bianca.Green@ed.gov>	Required
	Gilman, Jennifer <Jennifer.Gilman@ed.gov>	Required
	Sasser, Tracey <Tracey.Sasser@ed.gov>	Optional
	Washington, Mark <Mark.Washington@ed.gov>	Optional
	Botel, Jason <Jason.Botel@ed.gov>	Optional
	Menashi, Steven <Steven.Menashi@ed.gov>	Optional

Time 10:30 AM – 11:00 AM
Subject MEETING: Miami-Dade
Location WDCFB6-3W336
Attachments 2018 MDCPS Federal Priorities- FINAl.pdf
Show Time As Busy

Meeting Name: MEETING: Miami-Dade
Date: Sept 28th 10:30AM-11AM
Location: WDCFB6-3W336

ATTENDEES
Board Member Lubby Navarro
Iraida Mendez-Cartaya, Associate Superintendent in the Office of Intergovernmental Affairs
Eve Reguira, Director in the Office of Intergovernmental Affairs
Rebecca Benn with Ballard Partners

PROVIDED MATERIALS

Lubby Navarro Bio
http://district7.dadeschools.net/bio.asp

AMERICAN OVERSIGHT

Office of Intergovernmental Affairs,
Grants Administration, and Community Engagement
http://gafla.dadeschools.net/aboutus.asp

POINT OF CONTACT
Rebecca Benn
202-669-0461
HYPERLINK "mailto:Rebecca@ballardfl.com" Rebecca@ballardfl.com

Categories Purple Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
WDCFB6-3W336 <WDCFB6-3W336@ed.gov>	Resource
Reynolds, Cody <Cody.Reynolds@ed.gov>	Required
Rinkus, Christopher <Christopher.Rinkus@ed.gov>	Required

Time 11:00 AM – 11:30 AM
Subject MEET: NYSDE-Puerto Rico
Location Jason's Office 3W315
Importance High
Show Time As Busy

Meeting Name: MEET: NYSDE-Puerto Rico
Purpose: To discuss how to provide guidance to NY State Department of Education with influx of students from Puerto Rico.
Location: Jason's Office

NY Department will call Jason's conference line:
Conference Call Information Jason Botel:
(b)(6)

PARTCIPANTS
> Alison Bianchi as Counsel and Deputy Commissioner for Legal Affairs.
>Angélica Infante Deputy Commissioner for P-12 Instruction

Categories Red Category

Attendees

Name <E-mail>	Attendance
Botel, Jason <Jason.Botel@ed.gov>	Organizer
Coxen, Carrie <Carrie.Coxen@ed.gov>	Required
Esquith, David <David.Esquith@ed.gov>	Required

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:07:55 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:07:55 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:07:55 +0000
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Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

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Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:07:55 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason
Cc: Brogan, Frank
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Brief: ESSA- Monitoring

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 12:57:46 +0000
To: Brogan, Frank;Rinkus, Christopher;Norris, Elizabeth;Botel, Jason
Subject: Brief: Essa

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:48 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:48 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:48 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:17:50 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Migrant Education Regulations & Rule Making

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

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Cc: Eggleston, Chad
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AMERICAN OVERSIGHT

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Subject: Brief: School Ambassador Fellowship

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Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason;Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
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AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:06:31 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Cc: Eggleston, Chad
Subject: Brief: School Ambassador Fellowship

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 9 Jul 2018 13:12:20 +0000
To: Hilsey, Shaina;Norris, Elizabeth;Washington, Mark;Botel, Jason
Subject: Brief: Strategic Plan

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 9 Jul 2018 13:12:20 +0000
To: Hilsey, Shaina;Norris, Elizabeth;Washington, Mark;Botel, Jason
Cc: Brogan, Frank
Subject: Brief: Strategic Plan

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Canceled: Brief: ESSA- Monitoring
Importance: High

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Canceled: Brief: ESSA- Monitoring
Importance: High

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 13:01:44 +0000
To: Ramirez, Lisa;Botel, Jason;Brogan, Frank
Subject: Canceled: Brief: ESSA- Monitoring
Importance: High

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 13:59:08 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
Subject: Constitution Day

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 17:27:43 +0000
To: Botel, Jason
Subject: HOLD: Political Appointee Evening Gathering

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 17:27:43 +0000
To: Botel, Jason
Subject: HOLD: Political Appointee Evening Gathering

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 12:58:31 +0000
To: Botel, Jason;Hunter, Tina;Washington, Mark
Subject: MEET: 4th Quarter Hiring Exception Requests

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 12:58:31 +0000
To: Botel, Jason;Hunter, Tina;Washington, Mark
Subject: MEET: 4th Quarter Hiring Exception Requests

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To: Botel, Jason;Hunter, Tina;Washington, Mark
Subject: MEET: 4th Quarter Hiring Exception Requests

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 12:51:04 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Speaking Engagements

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 12:51:04 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Speaking Engagements

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From: Botel, Jason
Sent: 9 Jul 2018 12:51:04 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Speaking Engagements

AMERICAN OVERSIGHT

From: Rush, Angel
Sent: 6 Sep 2018 11:40:28 +0000
To: Rush, Angel;Botel, Jason;Chamberlain, Michael;Merriweather, Denisha;Ramirez, Andrea;Jasper, Carrie;Cunningham, Phavy;Pitta, Jacquelyn
Subject: "Opioid Prevention Listening Session"

Dr. Andrea Ramirez and the Center for Faith and Opportunity Initiatives (CFOI) invite you to participate in an "Opioid Prevention Listening Session" on October 2, 2018, at the U.S. Department of Education's Lyndon Baines Johnson Headquarters Building (400 Maryland Avenue, S.W., Washington, DC 20202) from 10:30 a.m. to 12:00 p.m. ET.

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Sep 2018 14:25:41 +0000
To: Brogan, Frank;Norris, Elizabeth;Ofodile-Carruthers, Nkemjika;Ramirez, Lisa;Rooney, Patrick;Botel, Jason
Subject: 18-008562 California EL waiver.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Sep 2018 21:13:05 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
Subject: ACGR update memo
Attachments: ACGR Update Memo 9.10.docx

AMERICAN OVERSIGHT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

UPDATE MEMO

DATE: September 10, 2018

TO: Ebony Lee
Deputy Chief of Staff, Policy & Programs

FROM: Jason Botel
Principal Deputy Assistant Secretary for the Office of Elementary and Secondary Education

SUBJECT: DELIBERATIVE DRAFT - Follow-up: Adjusted Cohort Graduation Rates

---

Background

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESSA), defines a "regular high school diploma" as the "standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma" (Section 8101(43)).

The Office of Elementary and Secondary Education (OESE) presented concerns to the policy committee about how States report their Adjusted Cohort Graduation Rates (ACGR). Specifically:

- Some States have multiple diploma options and pathways that are not all aligned to State standards (e.g., Indiana);
- Some States award diplomas to children with disabilities who have not met the general requirements for a diploma–only the requirements of their Individualized Education Plan (IEP) (e.g., Ohio and Alabama); and
- Some States inflate their graduation rate numbers (e.g., California and DC).
- It is worth noting that given current limitations on what we can collect and monitor vis a vis ACGR, without further action on our part, we have no way of knowing how many states are out of compliance with ACGR requirements.

After our presentation, the policy committee favored three solutions:

1. Increase transparency by requiring State and district report cards to include a description of graduation requirements for each diploma option.
2. Establish a peer-review process for graduation rate requirements.
3. Increase the quantity or quality of State monitoring to ensure diploma options are aligned to State standards.

This memo provides more information about each of these three potential solutions.

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1. Increasing Transparency

We explored a few different avenues for how to increase transparency: require a description of the graduation requirements on State and local report cards, require a description of each pathway's alignment to post-secondary options on State and local report cards, and require disclosure of any pathway for children with disabilities that is less rigorous than the pathways for the general population.

After speaking with program staff, it seems that our two best options for implementing these requirements are regulating directly or providing an incentive for States to comply.

As a reminder, last month OESE submitted a request in the IES package to add a data element about ACGR. If our request is approved by OMB, we will be able to specify which data element will best fit our needs. This data element would not be collected until school year 2019–2020.

2. Peer Review

During the policy committee meeting, we proposed establishing a peer-review process to ensure that all State diplomas and pathways are aligned to State standards. Such a peer-review process for ACGR would require regulation. OESE currently oversees two compliance-related peer review processes: assessment peer review and State plan peer review. Both were established by statute.

Additionally, we likely would want to use external experts for the peer review process in order to avoid any perception that makes it seem as though we are endorsing any particular graduation requirements or State standards.

3. Increase Monitoring

The final proposal favored by the policy committee was to increase the monitoring of State ACGR to ensure compliance. Here is what the Department—specifically, the Office of State Support (OSS) in OESE—currently does:

- OSS has a monitoring template with a section on accountability. That section has a question about diplomas, which asks whether the State is counting anything other than the regular diploma. Only 9 or 10 States get monitored each year; depending on its risk status, a State could go several years, and thus be out of compliance for several years, before being monitored.
- If OSS finds that a State is not complying, it issues a finding and the State proposes how to address the problem.
- OSS holds quarterly "progress checks" that all States attend. These checks can be used to provide States with reminders or technical assistance. The progress checks are neither formal nor State-specific.

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DELIBERATIVE

OSS is currently updating the monitoring-report template. If we want to add questions to the monitoring report, we have a few weeks left to do so. Here are some potential questions that we could ask States:

- Are there any alternative graduation pathways for students with disabilities? If so, please describe them.
- How many different pathways does your State have to the regular high school diploma? Please describe each pathway.
- How many different high school diplomas does your State offer? Please describe the differences between each diploma.

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 28 Aug 2018 19:45:45 +0000
To: ED Internal Communications;DoED - All ED Employees
Subject: All-Staff Meeting with Sec. Betsy DeVos and Senior Leaders

AMERICAN OVERSIGHT

From: Broadwater, Sara
Sent: 21 Aug 2018 13:50:04 +0000
To: Broadwater, Sara;Simmons, Lee (Dougie);Brogan, Frank;Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Jones, Diane;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Merriweather, Denisha
Subject: BTS Surrogates Meeting

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From: Broadwater, Sara
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To: Broadwater, Sara;Simmons, Lee (Dougie);Brogan, Frank;Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Jones, Diane;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Merriweather, Denisha
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Subject: BTS Surrogates Meeting

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Subject: BTS Surrogates Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Sep 2018 15:45:43 +0000
To: Brogan, Frank;Stewart, Pam;Botel, Jason;Post, Aubrey
Subject: Call: Florida ESSA Plan (Pam Stewart, Jason Botel, & Frank Brogan)

AMERICAN OVERSIGHT

From: Zarish-Becknell, Kim
Sent: 5 Sep 2018 19:40:06 +0000
To: Zarish-Becknell, Kim;Botel, Jason;Ramirez, Lisa;McHam, Gerren
Cc: Petersen, Molly
Subject: Call with Alexander and Foxx

Join by phone

+12029910393 (Dial-in Number)

Conference ID: 22628758
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 29 Aug 2018 15:50:17 +0000
To: Oppenheim, Peter;Bailey, Nathan;Hill, Elizabeth;Eitel, Robert;Lee, Ebony;Brogan, Frank;Botel, Jason;Muniz, Carlos;Talbert, Kent
Subject: Canceled: Letter Follow Up
Importance: High

The draft has already progressed.

AMERICAN OVERSIGHT

From: john_tahsuda@ios.doi.gov
Sent: 28 Aug 2018 11:26:17 +0000
To: john_tahsuda@ios.doi.gov;McBride, Emily J. EOP/WHO;Davis, May M. EOP/WHO;Pinkos, Stephen M. EOP/OVP;Venable, Joshua;McIntyre, Natalie M. EOP/ONDCP;matthew.whitaker@usdoj.gov;welzantgp@state.gov;Armstrong, Rebekah W. EOP/OVP;'Ralph.H.Gaines@hud.gov';'Geale.Nicholas.C@DOL.gov';Canfield, Ryan N. EOP/WHO;Pence, Laura (HHS/IOS);'Adirim, Terry A SES OSD HA (US';Trainer, Nick A. EOP/WHO;Stecker, Judy (OS/ASPA);Burris, Meghan K. EOP/OMB;'Mansdoerfer, David (HHS/IOS';'Thomas.p.mccaffery.civ@mail.mil';Talento, Kathryn F. EOP/WHO;'Adams, Jerome (HHS/OASH';Hanlon, Daniel EOP/OMB;'Sarah.Isgur.Flores@usdoj.gov';Flynn, Matthew J. EOP/WHO;Skrzycki, Kristin S. EOP/ONDCP;Eliot, Deirdre Z. EOP/WHO;Kalavritinos, Jack (OS/IEA);Kratsios, Michael J. EOP/OSTP;Nasim, Laura F. EOP/WHO;'Lauren.Claffey@hq.dhs.gov';'Utech, Anne E. (HOU';Yoest, Charmaine C. EOP/ONDCP;Grogan, Joseph J. EOP/OMB;Chretien, JP EOP/OSTP;Carroll, James W. EOP/ONDCP;'mari.moorhead@HHS.GOV';Udutha, Pranay K. EOP/WHO;Wellner, Kathryn M. EOP/OVP;'Dorey.David.R@dol.gov';'PetersonCS@state.gov';Uli, Gabriella M. EOP/ONDCP;'Anne.Hazlett@osec.usda.gov';Giuliani, Andrew H. EOP/WHO;'Peter.Urbanowicz@hhs.gov';'wellnerk@state.gov';'john.ullyot@va.gov';'Brett.Giroir @hhs.gov';Klingler, McLaurine;Diana, Grace A. EOP/OSTP;'Barsa, John';'Demartino, Robert E CAPT USPHS (US';Fetalvo, Ninio J. EOP/WHO;McGinley, William J. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';scott_hommel@ios.doi.gov;Rinat, Ory S. EOP/WHO;Magyarits, Caroline S. EOP/WHO;'Carrie.coxen@ed.gov';Brickman, Michael;'john.h.hill@hq.dhs.gov';Philipson, Tomas J. EOP/CEA;Mocarski, Ashley D. EOP/WHO;Botel, Jason;Kennedy, Adam R. EOP/WHO;'Holland, Eric W - OPA';'Jonathan.Hoffman@hq.dhs.gov';Gast, Scott F. EOP/WHO;Clark, Sondra M. EOP/OA;'betty-ann.bryce@osec.usda.gov';Cypher, Catharine D. EOP/WHO;Oberg, Elizabeth A. EOP/WHO;Greenwood, Daniel Q. EOP/WHO;'Grappone.jeffrey.y@dol.gov';'Grant, Damaris';Willey, Paige F. EOP/CEA;Norris, Elizabeth;Schlapp, Mercedes V. EOP/WHO;Stauffer, Evelyn (OS/ASPA);'anthony.m.kurta.civ@mail.mil';patrick.bumatay3@usdoj.gov;Amin, Stacy C. EOP/WHO;Brenner, Sara A. EOP/OSTP;'Clark, Timothy (HHS/IOS';'Kevin.Sweeney@sd.mil';Paranzino, Anthony M. EOP/WHO;'Paul_Smith@nps.gov';gary.e.barnett@usdoj.gov;Hilsey, Shaina;'John.Gibbs@hud.gov';Stecker, Judy (OS/ASPA);Connor, Cameron M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';Anita Personius;Joannou, Tom W. EOP/WHO;Morrone, Vanessa M. EOP/WHO;'Laurence.Meyer@va.gov';'Geale, Nicholas C. - OSEC';Tonnessen, Kayla M. EOP/ONDCP;Gidley, Hogan H. EOP/WHO;Lyons, Derek S. EOP/WHO;'angilla.denton@wdc.usda.gov';Hudson, Renee R. EOP/WHO;'Friedhelm.Sandbrink@va.gov';Bars, Michael;'chad.wolf@hq.dhs.gov';Passantino, Stefan C. EOP/WHO;'Rose.Armstrong@osec.usda.gov';'ClineCM@state.gov';laura.trueman@hhs.gov
Subject: Canceled event: Opioid Call @ Tue Aug 28, 2018 11:30am - 12:30pm (EDT) (jason.botel@ed.gov)

AMERICAN OVERSIGHT

From: john_tahsuda@ios.doi.gov
Sent: 28 Aug 2018 11:26:17 +0000
To: john_tahsuda@ios.doi.gov;McBride, Emily J. EOP/WHO;Davis, May M. EOP/WHO;Pinkos, Stephen M. EOP/OVP;Venable, Joshua;McIntyre, Natalie M. EOP/ONDCP;matthew.whitaker@usdoj.gov;welzantgp@state.gov;Armstrong, Rebekah W. EOP/OVP;'Ralph.H.Gaines@hud.gov';'Geale.Nicholas.C@DOL.gov';Canfield, Ryan N. EOP/WHO;Pence, Laura (HHS/IOS);'Adirim, Terry A SES OSD HA (US';Trainer, Nick A. EOP/WHO;Stecker, Judy (OS/ASPA);Burris, Meghan K. EOP/OMB;'Mansdoerfer, David (HHS/IOS';'Thomas.p.mccaffery.civ@mail.mil';Talento, Kathryn F. EOP/WHO;'Adams, Jerome (HHS/OASH';Hanlon, Daniel EOP/OMB;'Sarah.Isgur.Flores@usdoj.gov';Flynn, Matthew J. EOP/WHO;Skrzycki, Kristin S. EOP/ONDCP;Eliot, Deirdre Z. EOP/WHO;Kalavritinos, Jack (OS/IEA);Kratsios, Michael J. EOP/OSTP;Nasim, Laura F. EOP/WHO;'Lauren.Claffey@hq.dhs.gov';'Utech, Anne E. (HOU';Yoest, Charmaine C. EOP/ONDCP;Grogan, Joseph J. EOP/OMB;Chretien, JP EOP/OSTP;Carroll, James W. EOP/ONDCP;'mari.moorhead@HHS.GOV';Udutha, Pranay K. EOP/WHO;Wellner, Kathryn M. EOP/OVP;'Dorey.David.R@dol.gov';'PetersonCS@state.gov';Uli, Gabriella M. EOP/ONDCP;'Anne.Hazlett@osec.usda.gov';Giuliani, Andrew H. EOP/WHO;'Peter.Urbanowicz@hhs.gov';'wellnerk@state.gov';'john.ullyot@va.gov';'Brett.Giroir @hhs.gov';Klingler, McLaurine;Diana, Grace A. EOP/OSTP;'Barsa, John';'Demartino, Robert E CAPT USPHS (US';Fetalvo, Ninio J. EOP/WHO;McGinley, William J. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';scott_hommel@ios.doi.gov;Rinat, Ory S. EOP/WHO;Magyarits, Caroline S. EOP/WHO;'Carrie.coxen@ed.gov';Brickman, Michael;'john.h.hill@hq.dhs.gov';Philipson, Tomas J. EOP/CEA;Mocarski, Ashley D. EOP/WHO;Botel, Jason;Kennedy, Adam R. EOP/WHO;'Holland, Eric W - OPA';'Jonathan.Hoffman@hq.dhs.gov';Gast, Scott F. EOP/WHO;Clark, Sondra M. EOP/OA;'betty-ann.bryce@osec.usda.gov';Cypher, Catharine D. EOP/WHO;Oberg, Elizabeth A. EOP/WHO;Greenwood, Daniel Q. EOP/WHO;'Grappone.jeffrey.y@dol.gov';'Grant, Damaris';Willey, Paige F. EOP/CEA;Norris, Elizabeth;Schlapp, Mercedes V. EOP/WHO;Stauffer, Evelyn (OS/ASPA);'anthony.m.kurta.civ@mail.mil';patrick.bumatay3@usdoj.gov;Amin, Stacy C. EOP/WHO;Brenner, Sara A. EOP/OSTP;'Clark, Timothy (HHS/IOS';'Kevin.Sweeney@sd.mil';Paranzino, Anthony M. EOP/WHO;'Paul_Smith@nps.gov';gary.e.barnett@usdoj.gov;Hilsey, Shaina;'John.Gibbs@hud.gov';Stecker, Judy (OS/ASPA);Connor, Cameron M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';Anita Personius;Joannou, Tom W. EOP/WHO;Morrone, Vanessa M. EOP/WHO;'Laurence.Meyer@va.gov';'Geale, Nicholas C. - OSEC';Tonnessen, Kayla M. EOP/ONDCP;Gidley, Hogan H. EOP/WHO;Lyons, Derek S. EOP/WHO;'angilla.denton@wdc.usda.gov';Hudson, Renee R. EOP/WHO;'Friedhelm.Sandbrink@va.gov';Bars, Michael;'chad.wolf@hq.dhs.gov';Passantino, Stefan C. EOP/WHO;'Rose.Armstrong@osec.usda.gov';'ClineCM@state.gov';laura.trueman@hhs.gov
Subject: Canceled event: Opioid Call @ Tue Aug 28, 2018 11:30am - 12:30pm (EDT) (jason.botel@ed.gov)
Attachments: invite.ics

AMERICAN OVERSIGHT

This event has been canceled.

Opioid Call

When: Tue Aug 28, 2018 11:30am – 12:30pm Eastern Time - New York

Where: Conference Line (map)

Calendar: jason.botel@ed.gov

Who:

- john_tahsuda@ios.doi.gov - organizer
- McBride, Emily J. EOP/WHO
- Davis, May M. EOP/WHO
- Pinkos, Stephen M. EOP/OVP
- 'Joshua.venable@ed.gov'
- McIntyre, Natalie M. EOP/ONDCP
- matthew.whitaker@usdoj.gov
- welzantgp@state.gov
- Armstrong, Rebekah W. EOP/OVP
- 'Ralph.H.Gaines@hud.gov'
- 'Geale.Nicholas.C@DOL.gov'
- Canfield, Ryan N. EOP/WHO
- Pence, Laura (HHS/IOS)
- 'Adirim, Terry A SES OSD HA (US'
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- Stecker, Judy (OS/ASPA)
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- 'Mansdoerfer, David (HHS/IOS'
- 'Thomas.p.mccaffery.civ@mail.mil'
- Talento, Kathryn F. EOP/WHO
- 'Adams, Jerome (HHS/OASH'
- Hanlon, Daniel EOP/OMB
- 'Sarah.Isgur.Flores@usdoj.gov'
- Flynn, Matthew J. EOP/WHO
- Skrzycki, Kristin S. EOP/ONDCP
- Eliot, Deirdre Z. EOP/WHO
- Kalavritinos, Jack (OS/IEA)
- Kratsios, Michael J. EOP/OSTP
- Nasim, Laura F. EOP/WHO
- 'Lauren.Claffey@hq.dhs.gov'
- 'Utech, Anne E. (HOU'
- Yoest, Charmaine C. EOP/ONDCP
- Grogan, Joseph J. EOP/OMB
- Chretien, JP EOP/OSTP
- Carroll, James W. EOP/ONDCP
- 'mari.moorhead@HHS.GOV'
- Udutha, Pranay K. EOP/WHO

AMERICAN OVERSIGHT

- Wellner, Kathryn M. EOP/OVP
- 'Dorey.David.R@dol.gov'
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- Uli, Gabriella M. EOP/ONDCP
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- Diana, Grace A. EOP/OSTP
- 'Barsa, John'
- 'Demartino, Robert E CAPT USPHS (US'
- Fetalvo, Ninio J. EOP/WHO
- McGinley, William J. EOP/WHO
- 'Mary-sumpter.lapinski@hhs.gov'
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- Magyarits, Caroline S. EOP/WHO
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- 'Michael.Brickman@ed.gov'
- 'john.h.hill@hq.dhs.gov'
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- Mocarski, Ashley D. EOP/WHO
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- 'Jonathan.Hoffman@hq.dhs.gov'
- Gast, Scott F. EOP/WHO
- Clark, Sondra M. EOP/OA
- 'betty-ann.bryce@osec.usda.gov'
- Cypher, Catharine D. EOP/WHO
- Oberg, Elizabeth A. EOP/WHO
- Greenwood, Daniel Q. EOP/WHO
- 'Grappone.jeffrey.y@dol.gov'
- 'Grant, Damaris'
- Willey, Paige F. EOP/CEA
- Norris, Elizabeth
- Schlapp, Mercedes V. EOP/WHO
- Stauffer, Evelyn (OS/ASPA)
- 'anthony.m.kurta.civ@mail.mil'
- patrick.bumatay3@usdoj.gov
- Amin, Stacy C. EOP/WHO

AMERICAN OVERSIGHT

- Brenner, Sara A. EOP/OSTP
- 'Clark, Timothy (HHS/IOS'
- 'Kevin.Sweeney@sd.mil'
- Paranzino, Anthony M. EOP/WHO
- 'Paul_Smith@nps.gov'
- gary.e.barnett@usdoj.gov
- 'Hilsey, Shaina'
- 'John.Gibbs@hud.gov'
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- 'Adams, C. Renee (HHS/OASH/OSG'
- Anita Personius
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- Passantino, Stefan C. EOP/WHO
- 'Rose.Armstrong@osec.usda.gov'
- 'ClineCM@state.gov'
- laura.trueman@hhs.gov

Invitation from Google Calendar

You are receiving this courtesy email at the account jason.botel@ed.gov because you are an attendee of this event.

To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at https://www.google.com/calendar/ and control your notification settings for your entire calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. Learn More

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 13 Sep 2018 14:22:23 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason;Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;WDCFB6-7C101;Nations, Kayla;Pena, Alexandra;Secretary's Conference Room (OS Managed)
Subject: CAPE ROUNDTABLE-Jim Blew intro

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 14 Sep 2018 14:07:12 +0000
To: ED Internal Communications;All Exchange Users
Subject: CELEBRATE THE CONSTITUTION--THE NATION'S SEMINAL DOCUMENT--ON CONSTITUTION DAY, WITH SCHOLARS, STUDENT PERFORMERS, AND ED!

Do not miss this year's Constitution Day Event, Monday, Sept. 17, in LBJ auditorium and streaming on Mediasite and EDstream* at 1:30 pm ET!

The event features a former solicitor general and student performances!

ED's featured speaker, **Gregory G. Garre**, was the 44th **Solicitor General** of the U.S., and was the federal government's top lawyer arguing cases before the Supreme Court. He was also responsible for overseeing the government's litigation in the federal appellate courts.

2018 is the 150th anniversary of the passage of the 14th Amendment to the U.S. Constitution, and Garre will discuss it with Deputy General Counsel Phil Rosenfelt.

The 14th Amendment granted citizenship to "all persons born or naturalized in the United States," which included former slaves recently freed. In addition, it forbids states from denying any person "life, liberty or property, without due process of law" or to "deny to any person within its jurisdiction the equal protection of the laws." By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans and is cited in more litigation than any other amendment.

But there is more!

The event will include performances by students—including songs, videos and PSAs, who have participated in **Constituting America**. **Constituting American is a** multi-media outreach effort which uses television, music, film, the Internet and social media to educate Americans about the importance of the U.S. Constitution and the foundation it establishes for our freedoms and rights.

AMERICAN OVERSIGHT

Hear also from Caroline Shinkle, of **CAMP USA**, about how the civics camp motivates students to become civically engaged by learning about our nation's electoral process in a nonpartisan manner.

We hope to see you on Monday!

*Streaming links:

If you have problems with Mediasite or EDstream, please call the Help Desk 202 708 4357

MEDIASITE INSTRUCTIONS:

For employees working inside ED buildings, use Internet Explorer to access Mediasite at this link.

EDSTREAM INSTRUCTIONS:

For teleworkers, this event will also air on EDstream at this link:

You cannot access EDstream while logged into gotowork.ed.gov or Aventail/Citrix. (You may be able to see the event, but you will not be able to hear it.) You must open a browser outside of Aventail/Citrix, preferably in Internet Explorer, and then go to the link above.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Aug 2018 14:59:02 +0000
To: Botel, Jason
Subject: Check in: Holiday Inn Casa Grande

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Aug 2018 14:48:38 +0000
To: Botel, Jason
Subject: Check In: Hotel Radisson Rancho Bernardo

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Aug 2018 01:39:08 +0000
To: Botel, Jason;Norris, Elizabeth;Hilsey, Shaina
Subject: check in re BPs for BDV for BTS and re comms for Frank and my BTS visits

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Aug 2018 01:39:08 +0000
To: Botel, Jason;Norris, Elizabeth;Hilsey, Shaina
Subject: check in re BPs for BDV for BTS and re comms for Frank and my BTS visits

AMERICAN OVERSIGHT

From: Rinkus, Christopher
Sent: 29 Aug 2018 18:50:03 +0000
To: Rinkus, Christopher;Botel, Jason;Norris, Elizabeth;Hilsey, Shaina
Subject: Chris telework

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 31 Aug 2018 14:03:18 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason
Subject: Confirm Detailee's

AMERICAN OVERSIGHT

From: Zimmermann, Jacquelyn
Sent: 5 Sep 2018 18:08:06 +0000
To: Zimmermann, Jacquelyn;Corey-Bey, Steven;Suarez, Debra;Keohane, Bryan;Perolini, Theresa;McMillian-Roberts, Kathleen;BSerchak@voanews.com;adesantis1995@gmail.com;nicholasqabbott@gmail.com;Koschny, Laura;Okahara, Kim;Bailey, Nathan;Brown, Shirley;Gardner, Ashley;Morrisey, Jenay;Jones, Gary;judy.douglas@dxc.com;Emily.Hitt@faa.gov;Holly, Darlene;kriste.jordan@dhs.gov;joyce.demoss@dhs.gov;Edwards, Veronica;Schmitt, Carl;SmithAR3@state.gov;Cameron, Cindy;pedelman@acf.hhs.gov;Hall, Linda;Rizzo, Juliette;ksantoro@nsf.gov;Davis, Wanda;McGeorge, Mary;fhunt@csrees.usda.gov;rosenthal.ann@dol.gov;Riddick, Angela;Clemmens, Jim;Brown, Grace;Cogdill, David;michael.oleary@bep.treas.gov;Hence, Bernadette;Eisner, Elizabeth;Aaron.Alexander@bep.treas.gov;Egnor, David;cwingo@ourpublicservice.org;Adler, Sheryl;Sann, Ronald;Allen, Pamela;DonovanN@gao.gov;Steenen, Paul;Shelby.Bell@va.gov;john.sporing@gmail.com;SharPA@state.gov;Malico, Melinda;Kumi, Aba;Jones, Deborah;rosesafir@hotmail.com;Jung, Britt;Brecher, Helene;Jeff-Pannell, Ernestine;Quesinberry, Elaine;Wexler, Rob;Cohen-Boyer, Gillian;Ryder, Ruth;kjobe@jobeconsultinggroup.com;Williams, Ashley;Ramakis, Jessica;peirceiii@yahoo.com;Kostic, Kandice;Thares, Susan;Spacone, Ronna;Galiatsos, Ann Margaret;afinch@aamd.org;kwhittet@CSREES.USDA.GOV;Witthoefft, Ben;Rieser, Sheila;Owens, Pearson;Gaona, Richard;Gil, Everardo;Clark, Njeri;Leigh, Sariane;harpers@gao.gov;Lynne.Feingold@fms.treas.gov;Binder, Isadora;Shivers-Barclay, Sambia;DeCosta, Marcus;ruth.zimmerman@dhs.gov;Cuervo, Amalia;Light, Kimberly;traiken@msn.com;Smith, Richard;Ahmady, Lori;brenda.cockrell@dhs.gov;Miller, David;Hales, Anthony;Osby, Shamanda;Kesner, Paul;Laster, Charles;sheldon.lehner@dhs.gov;Wilbur, Susan;Lora.allen@dhs.gov;Rhodes, Geoffrey;Clithero, Leslie;Rudder, Janine;Lovley, Mary;Schellenberg, Ken;Braga, Leticia;Davis, Richelle;Smith, Charm;Hawkins, Adrienne;Southwell, Debora;Smith, George.Alan;Greene, Matthew;Marinez, Abraham;Toussaint, Monique;Meeley, Kathryn;Sandra.Geiselman@dhs.gov;Seugling, Carolyn;Geddes, Claire;Knodell, Jay;Lefor, Valerie;genevieve.debose@gmail.com;Clairejellinek@yahoo.it;gmullenholz@gmail.com;woodsmurphy@yahoo.com;Coon, Michelle;Cross, Freddie;Edwards, Jacqueline;Finkelstein, Jon;Joynes, Ziyadah;Lundholm, Kristin;Shamir, Gilan;Shuy, Tanya;Ward, William;Meg.PeaseFye@fda.hhs.gov;Scott.Goldie@fda.hhs.gov;Funkhouser, Janie;Tobin, Lisa;Walls, Kristen;Davis, Darryl;Quinn, Peggy;McCauley, Diane;Smith, Thomas;bereniceeberharT@gmail.com;Lynnie.Martin@HQ.DHS.GOV;Mansfield, Stephanie;rockygalloway@me.com;raynamarya@gmail.com;Tami Fitzgerald (tamifitz@gmail.com) (tamifitz@gmail.com);Patrice Dawkins-Jackson (pdawkins.jackson@gmail.com) (pdawkins.jackson@gmail.com);Garcia, Antero;maureen.costello@splcenter.org;Cooper, Countess Clarke;Trombley, Robert;Carr, Patrick;lauren.aronson@aei.org;Max.Eden@AEI.org;ksosne@yahoo.com;Jones, Elyse;White-Sneed, Travis;Stewart, Tyra;lauragjohns@gmail.com;Gregorian, Judith;Rosenfelt, Phil;Carinci, Nicole;Smith, John;Keefer, John;Hodel, Hannah;Sorokin-Altmann, Jedidiah;Paulu, Nancy;Wilson, Richard;mtholbrook@fcps.edu;Birge, Eve;DiCarlo, Lisa;Ivatts, Katrina R.;Mallory, Reha;Hamlin, Michael;Rosier, Denise;pfpenson@icloud.com;Shah, Shital;Beth.plewa@ccsso.org;Dickson, Tracie;Barren, Morris;Tesoriero, Vanessa;Jasper, Carrie;Thierry, Lisa;Willoughby, Leslie;Brooks, Audrey;sullivanmj4@sunybroome.edu;kirke.harper@hotmail.com;Mwalimu, Munira;mstier@ourpublicservice.org;NorwoodB@gao.gov;Anna.Doroshaw@faa.gov;AbbottG@

AMERICAN OVERSIGHT

sec.gov;kanu@bridges-in-orgs.com;Gail.S.Williams@nasa.gov;tfox@ourpublicservice.org;tina@sung.com;McGuireP@Trinitydc.edu;steve@stevedenning.com;schaltain@gmail.com;Liz@lizlerman.com;Miriam.Cohen@nrc.gov;TaglialatelaLS@state.gov;Patricia.L.Eng@gmail.com;datyson@fcps.edu;Araujo, Liza;Dyson, Geraldine;Albro, Elizabeth;Erdelyi, Tom;Keenan, Cheryl;Crawford, Ray;hrabowski@umbc.edu;clintsmithinfo@gmail.com;Stanton, Craig;kenneth.dickerson@dc.gov;Cantos, Ollie;Paul Costello;Jefferson, Steven;Juengst, Phillip;Clark, Preston;McCord-Jones, Cassandra;Hunter, Tina;McCampbell, Gregory;Curet-Rivera, Luz;Holly, Tameika;Heers, Emani;Romeo, Nadley;Norbert, Genee;McKissic, Stephanie;Slijepcevic, Stacey;Yi, Kenny;McGland, Denise;Riley, Shannon;Lopez, Samuel;Cartier, Mose;Shipp, Paula;Watson, Donald;Kim, Daniel;Cabell, Cynthia;Coxen, Carrie;Ryan, Sam;Betancourt, Alberto;Winston, Phyllis;Wright, Crystal;Stapleton, Katina;Putney, LaTisha;Dupree, Philnisha;Avery, Tawanda;Richardson, Tanyelle;Ellis, Kathryn;Rodriguez, Celeste;Johnson, Javette;Dickerson, Lorena;Barrett-Zitkus, Jennifer;Austin, Ayorkor;Botel, Jason;Maimer, Pamela;Wiley, Rachael;Harper, Geoffrey;Cook, Karolyn;Washington, Gwendolyn (OM);Webber, Brandon;Ferraro, Benjamin;Fenwick, Beverly;Harris, Nicole S.;Ceja, Beatriz;Yeung, Wing;Lamba-Nieves, Nalini;Gaina, Jean-Didier;Beth, Brittany;Solares, Grace;Wood, Robyn;McCullough, Carney;Eley, Latasha;Chapman-Thaw, Kissy;Epps, Karen;Seward, Jymece;Miceli, Roberta;Scott, Jameel;Smith, Danielle;Wells, Michael;Heath, Cynthia;Wright, Cynthia;McKinney, Jessica;Rhoads, Kristen;Winston, Melanie;Hoffman, Amanda;Garrett, Mykeia;Cooke, Geneise;Landis, Patricia;Minami, Kristine;Reed, Carla;Chang, Lisa;Hunter-Keiser, Kiawanta;Donaldson, Sherene;Kalman, Kenneth;Sauri, Corinne;Melton, Laticia;Lampila, Carolyn;Watkins, Zina;Cameron, Shirma;McHugh, Erin;Maraj, Ashley;Nguyen-Lam, Kimoanh;Ofodile-Carruthers, Nkemjika;Muhammad, Faatimah;Ramsey, Tara;Cantrell, David;Robinson, Vicki;Tuia, Justis;Turner, Gabrielle;Gomez, Robert;Moseley-Hobbs, Kerri;Hutko, Erika;Allison, Steve;Watkins, Yvonne;Bellamy, Mona;Moses, Natalie;Bailey, Diandrea;Mulligan, Gail;Reeves, Richard;Regis, Tessa;Safranek, Ellen;Price, Veronica;Jones, Florine;Perry, Camille;Sharpe, Jesse;Gilroy, Jeanne;Johnson, Deila C.;Bolton-Smith, April;Drayton, Crystal;Arrington, Angela;Styles, Kathleen;Feely, Harry;Mahaffie, Lynn;Miller, Daniel J;Crowner, Quasette;Simms, Darell R.;Shields, Trina;Jones, Shirley;Killian, Kathy;Woodard, John;Woodley, Danita;Johnson, Franshea;Ham, Holly;Afkhami, Sadaf;Gordon, Carmen;Cottingham, Brittney;Sheehan, Richard;Williams, Leslie;Franklin, Sedika;Hillary, Ashley;Maralit, Mary Jo;Trice, April;Henry, Kiyonna;Kirksey, Carla;Cleveland, Nichol;Badarou, Yolande;Hill, Paula;Betka, Sue;Sheriff, Jennifer Lincoln;Latterner, Lora;Koumare, Tracy;St. Clair, Catherine;Williams, Mary;Carter, Melanie;Carter, Denise;Martinez, Maria V. (OM)

Subject: Conversations About Leading With Countess Cooper: High Performance Leadership

Dear Excellence in Government Senior Fellows and Fellows, Prior Guest Leaders, Senior Executive Service Members, Presidential Management Fellows, School Ambassador Fellows, Pathways to Leadership Fellows and Guests,

Please join your colleagues around the table on

Wednesday, September 19, 2018

for a

Conversation about Leading

AMERICAN OVERSIGHT

on

High Performance Leadership

WHAT: A POWERFUL CONVERSATION ON SERVANT LEADERSHIP

This session looks at the six dimensions of service leadership along with the 23-item behavioral profile as outlined in the Toastmasters International Development Program. We will assess our leadership behaviors using the profile tool and discuss best leadership practices in a facilitated group discussion.

We propose a discussion framed by the following six dimensions of servant leadership:

- Vision and Values
- Direction
- Persuasion
- Support
- Development
- Appreciation

We need high-performing leaders at every level of society – in government, military, community, civic and beyond. Leaders are people who see problems and work with others to achieve a unified purpose. We have learned a lot from leaders like Mahatma Gandhi, Rev. Dr. Martin Luther King, Jr., Mother Teresa, Winston Churchill, Abraham Lincoln and George Patton, and we also learn from leaders in our communities like Susan G. Komen and Mothers Against Drunk Driving and others. We have issues and injustices in our communities, and the world is seeking everyday leaders like you to make a difference without ever leaving your own community.

We will assess our leadership strengths and areas of development using Toastmasters' High Performance Leadership model.

WHO

Countess Clarke Cooper is an award-winning artist, accomplished musician, ordained minister and military chaplain. A native of Tampa, Florida, she has been employed with the U.S. Department of Education for the past 26 years, primarily in Federal Student Aid (FSA). Over her tenure, she has

served in various capacities, including as lead accountant, senior customer support representative, supervisory institutional review specialist, FOIA and audit liaison and more. Known for her public speaking skills and ability to connect with a wide range of people, Countess was asked by the FSA training director to help charter a Toastmasters club in FSA. In 2006, FSA Toastmasters was chartered and the club has aided in the development of 100+ leaders in government, and civic and private organizations of all ages and backgrounds. From 2005 to 2012, Countess served as a club president and every other club leadership role as well as outside the club as an area governor and a division governor. Her teams achieved the President's Distinguished awards on several occasions. In 2008, she earned the coveted Distinguished Toastmaster award, which is the highest award an individual can earn in Toastmasters and it is also an internationally recognized achievement. Countess loves the Toastmasters programs

AMERICAN OVERSIGHT

and will be using part of the High Performance Leadership manual today.

As a servant leader, she currently serves as a team pastor at a local church in Washington, D.C., and as a military chaplain in the U.S. Air Force (D.C. National Guard). At ED, she is the current president of the affinity group Lesbian, Gay, Bisexual, Transgender, Queer and Allied (LGBTQA) Employees at ED. The role of a public servant is a sacred trust and she is a public servant at heart. Countess learned servant leadership at an early age from her mother, Mrs. Mary Alice Dorsett, who was a pioneering woman of firsts in Hillsborough County, Florida (Tampa):

1954 – First woman and first African-American to have a professional bail bonds business
1959 – First African-American to open a general employment agency
1962 – Founded a Faith Mission to minister to the total person
1965 – First woman and first African-American to run for the state legislature

Mrs. Dorsett's mentor – the late, great Dr. Nannie Helen Burroughs – was also a pioneering woman, in honor of whom a street in Washington, D.C., is named. Dr. Burroughs was the first African-American female to have her works displayed in the Smithsonian. There are over 110,000 of her literature and personal artifacts in the Library of Congress. A proponent of women's empowerment, she started Women's Day in the black church and she also started a school to train women and girls in foreign mission work.

WHEN
Wednesday, September 19, 2018, from noon to 1:30 p.m.

WHERE
5C100, LBJ Building, 400 Maryland Ave. SW

OR phone-in: 866-760-1690; code: 4168728

AMERICAN OVERSIGHT

RSVP
Please RSVP to Jacquelyn.zimmermann@ed.gov. If you have any questions, please email Jackye or call her at 202-401-0762.

Please also feel free to share this invitation with colleagues who may not be on the CAL invitation list.

SECURITY
Guests who are not ED employees must RSVP so that an escort can be arranged and they must bring a photo ID to enter the building.

IF YOU REQUIRE REASONABLE ACCOMMODATIONSto participate in this event, please contact Jackye Zimmermann at Jacquelyn.Zimmermann@ed.gov or at 202-401-0762.

CAL STEERING COMMITTEE(Feel free to contact us.)
Maureen Dowling (OII) 260-7820
Sam Ryan (OCO) 401-1669
Charm Smith (OESE) 205-5724
Jackye Zimmermann (OCO) 401-0762

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Cc: Zevin, Sarah (Sarah.Zevin@ed.gov)
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Cc: Zevin, Sarah (Sarah.Zevin@ed.gov)
Bcc: WDCFB6-3W336
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Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Aug 2018 16:17:21 +0000
Subject: D

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 4 Sep 2018 20:58:54 +0000
To: Brogan, Frank;Carter, Denise;Stader, Jim;Botel, Jason
Subject: Detailees

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:45:28 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Rinkus, Christopher;Brogan, Frank
Subject: Disaster Relief Grants

AMERICAN OVERSIGHT

From: Galiatsos, Ann Margaret
Sent: 20 Sep 2018 12:51:53 +0000
To: Galiatsos, Ann Margaret;Botel, Jason
Subject: Discuss slates

AMERICAN OVERSIGHT

From: Galiatsos, Ann Margaret
Sent: 20 Sep 2018 12:52:57 +0000
To: Galiatsos, Ann Margaret;Botel, Jason
Subject: Discuss slates

AMERICAN OVERSIGHT

From: Pena, Alexandra
Sent: 31 Aug 2018 13:00:06 +0000
To: Pena, Alexandra;Botel, Jason;Oppenheim, Peter;Smith, Kathleen;Manning, James;Hill, Elizabeth;Bailey, Nathan;Huizinga, Madeleine;Mabrey, Jack;McCloskey, Amber;Davis, Martha;Snow, McKenzie;Morrow, Jean;Norris, Elizabeth;Nations, Kayla;Ventimiglia, Eric;Blew, Jim;Broadwater, Sara;Delahunty, Sarah;Simmons, Lee (Dougie);Talbert, Kent;Muniz, Carlos;Walker, Kathryn;Brogan, Frank;Newman, Jessica;Stump, Scott;Jones, Diane;Brickman, Michael;Kissel, Adam;Collett, Johnny;Richey, Kimberly;Rinkus, Christopher;Eitel, Robert;Mount, Macy
Cc: McHam, Gerren;Merriweather, Denisha
Subject: Ebony's Birthday

Ebony does not like her birthday, so we have to ambush her! If you have not signed her card, I still have it at my desk. I got a cookie cake. Come celebrate Ebony today at 4:30pm in Ebony's office!

Spread the word if I forgot anyone. Thanks!

AMERICAN OVERSIGHT

From: Pena, Alexandra
Sent: 31 Aug 2018 13:00:06 +0000
To: Pena, Alexandra;Botel, Jason;Oppenheim, Peter;Smith, Kathleen;Manning, James;Hill, Elizabeth;Bailey, Nathan;Huizinga, Madeleine;Mabrey, Jack;McCloskey, Amber;Davis, Martha;Snow, McKenzie;Morrow, Jean;Norris, Elizabeth;Nations, Kayla;Ventimiglia, Eric;Blew, Jim;Broadwater, Sara;Delahunty, Sarah;Simmons, Lee (Dougie);Talbert, Kent;Muniz, Carlos;Walker, Kathryn;Brogan, Frank;Newman, Jessica;Stump, Scott;Jones, Diane;Brickman, Michael;Kissel, Adam;Collett, Johnny;Richey, Kimberly;Rinkus, Christopher;Eitel, Robert;Mount, Macy
Cc: McHam, Gerren;Merriweather, Denisha;Reynolds, Cody;Chamberlain, Michael;Gustafson, Haley
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To: Pena, Alexandra;Botel, Jason;Oppenheim, Peter;Smith, Kathleen;Manning, James;Hill, Elizabeth;Bailey, Nathan;Huizinga, Madeleine;Mabrey, Jack;McCloskey, Amber;Davis, Martha;Snow, McKenzie;Morrow, Jean;Norris, Elizabeth;Nations, Kayla;Ventimiglia, Eric;Blew, Jim;Broadwater, Sara;Delahunty, Sarah;Simmons, Lee (Dougie);Talbert, Kent;Muniz, Carlos;Walker, Kathryn;Brogan, Frank;Newman, Jessica;Stump, Scott;Jones, Diane;Brickman, Michael;Kissel, Adam;Collett, Johnny;Richey, Kimberly;Rinkus, Christopher;Eitel, Robert;Mount, Macy
Cc: McHam, Gerren;Merriweather, Denisha;Reynolds, Cody;Chamberlain, Michael;Gustafson, Haley
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Spread the word if I forgot anyone. Thanks!

AMERICAN OVERSIGHT

From: Briggs, Ashley
Sent: 19 Sep 2018 14:19:57 +0000
To: Briggs, Ashley;Bradley, Renee;Hammer, Victoria;Botel, Jason;Ramirez, Lisa;Cohen, Larry;Kesner, Paul;Miller, Meredith;Wheeler II, Tom;Talbert, Kent
Subject: ED accomplishments for Federal Commission on School Safety Report

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 74353171
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 15:57:45 +0000
To: Talbert, Kent;Wheeler II, Tom;Miller, Meredith;Kesner, Paul;Botel, Jason;MICHAEL MANTYLA (PID)
Cc: LINA ALATHARI (PID)
Subject: ED Feedback on SS Research Project

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 4 Sep 2018 14:34:36 +0000
To: Terpak, Kelly;Botel, Jason;Montanti, Irene;Reed, Folake
Subject: EIR Expansion and Mid-phase Conversation

A preliminary slate discussion for the EIR Expansion and Mid-phase competitions.

AMERICAN OVERSIGHT

From: Cutler, Samantha
Sent: 28 Sep 2018 19:35:46 +0000
To: Cutler, Samantha;Botel, Jason
Subject: Employee Matter

Hey Jason,
This meeting will cover the matter I shared in my email to you on 9/28/18. See you then!

Sam Cutler
Director, Workforce Relations Division
Office of Human Resources
(202) 453-6755 office
(202) 763-6067 cell

Confidential Note: This e-mail is intended only for the person or entity to which it is addressed, and may contain information that is privileged, confidential, or otherwise protected from disclosure. Dissemination, distribution, or copying of this e-mail or the information herein by anyone other than the intended recipient is prohibited. If you have received this e-mail in error, please notify the sender by reply e-mail, or fax, and destroy the original message and all copies. Thank you.

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Rooney, Patrick;Miceli, Roberta;Siry, Melissa;Foy Moss, Rita;Kesner, Paul
Subject: ESEA Title VIII Provisions

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 18 Sep 2018 17:13:25 +0000
To: Becker, Judith;Brogan, Frank;Botel, Jason;Talbert, Kent;Foy Moss, Rita;Kesner, Paul;Rooney, Patrick;Siry, Melissa;Miceli, Roberta;Rosenfelt, Phil;Koeppel, Dennis;Rigling, Kay;Ramirez, Lisa;Hilsey, Shaina;Miller, Meredith
Cc: McHugh, Erin
Subject: ESEA Title VIII Provisions Follow-Up

I know this time is not perfect for everyone, but as it seems to work for most of us, I wanted to make sure we could hold it on our calendars. I will send around an updated matrix before we meet.

Thanks so much,
Judy

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Rooney, Patrick;Miceli, Roberta;Siry, Melissa;Foy Moss, Rita;Kesner, Paul
Subject: ESEA Title VIII Provisions

**Updated again to add location

*Update, Monday, 11:50 AM: I'm pushing this meeting to Thursday at 1:00, when it looks like more of this expanded group is available.

Hi Lisa,

I understand that Frank is looking for some information on the provisions in Title VIII of the ESEA, including a sense of who within ED is responsible for ensuring compliance with each of the provisions. Can we chat about what, precisely, he is looking for?

Please forward this invitation to anyone else from OESE who should be included in the conversation, and then I will find us a room, once I know how many people will be attending the meeting.

Thanks so much,
Judy

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Aug 2018 16:54:16 +0000
To: Lee, Ebony;Rinkus, Christopher;Botel, Jason;Eitel, Robert;Muniz, Carlos
Cc: Brogan, Frank
Subject: Follow up to SNS

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 12 Sep 2018 14:34:57 +0000
To: Talbert, Kent;Botel, Jason;Zais, Mitchell;Brogan, Frank;Kesner, Paul;Ramirez, Lisa;Sullivan, Madeline;Lee, Ebony;Miller, Meredith;Briggs, Ashley
Subject: FPSEMP Briefing

The purpose of the briefing is to:

1. Provide context on the establishment of the Federal Partners in School Emergency Management and Preparedness (FPSEMP) that arose out of the March 2016 GAO report "Emergency Management: Improved Federal Coordination Could Better Assist K-12 Schools Prepare for Emergencies," GAO-16-144;
2. Discuss the current status of FPSEMP;
3. Discuss the status and any decision needed or recommendation on publication of "The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide;"
4. Discuss the substance, status, and any decision needed or recommendation as to the "SchoolPreparedness.gov" draft web site; and
5. Make a recommendation on whether FPSEMP should be mentioned in the final report of the Federal Commission on School Safety, and if so, what to say about FPSEMP.

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 12 Sep 2018 22:18:15 +0000
To: Ventimiglia, Eric;Botel, Jason;Brogan, Frank
Subject: Frank/Jason interview Annie Hsiao in person
Attachments: AnnieHsiao_Resume2018.docx

AMERICAN OVERSIGHT

ANNIE HSIAO

1000 New Jersey Ave SE #416, Washington, D.C. 20003, (909) 706-7806
annieh@post.harvard.edu

EDUCATION

Harvard University June 2007
Masters in Education Policy and Management

University of California, Los Angeles June 2005
B.A. in Political Science and Asian American Studies (w/ honors) GPA: 3.712
Claremont Institute Publius Fellow 2011
American Conservative Union Foundation Policy Fellow 2015-present

WORK EXPERIENCE

U.S. DEPARTMENT OF JUSTICE, OFFICE OF JUSTICE PROGRAMS January 2018 - Present
Senior Advisor to the Acting Assistant Attorney General

- Advise on policy, strategy, and programs in the division that is charged with all of the agency's grant-making, promoting crime reduction, supporting victims of crime, law enforcement, rigorous criminal justice research, and juvenile justice reform.
- Review legislative comments, reports, and solicitations, working with component offices on policy, program development, deliverables, and performance metrics; providing information, about the division's policies, programs and organization to congressional and community stakeholders

LEADERSHIP FOR EDUCATIONAL EQUITY (LEE) November 2015-2017
Director of Strategic Partnerships

- As Teach For America (TFA)'s policy and advocacy non-profit, LEE works with 30,000 TFA alumni and community members to drive leadership development, political and policy engagement
- Create, launch, and execute a partnership and policy strategy, working with policymakers at the federal, state, and local levels, advocacy groups, and TFA's corps members to influence the development and implementation of education policies and partnerships
- Develop processes, policies, and programs for the Strategic Partnerships team to implement in order to cultivate relationships and policy partnerships

CHARLES KOCH FOUNDATION March 2014-2015
Program Manager

- One of the foundation's five account owners responsible for project- and talent-sourcing investment opportunities in higher education, working with university administrators, faculty members, and other key stakeholders on research and other projects related to economic freedom, entrepreneurship, K-12 education, criminal justice reform, and regulatory reform; accounts include such institutions as Harvard, Notre Dame, George Washington University, Ohio State, Duke, Claremont, and McGill University
- Cultivate a shared vision for a project proposal and performance metrics with prospective and existing grantees, related to building university-based research centers to administer public programs, academic talent programs (e.g., post-docs, masters, and PhD fellowships), and academic research
- Manage relationships with grantees and potential grantees, performing due diligence on proposals, shepherding proposals and getting buy-in from the Foundation's approval process, creating metrics on outputs and outcomes of effectiveness, presenting the grant recommendation to the foundation staff and Board, and monitoring grantee progress toward objectives

WALTON FAMILY FOUNDATION April 2012-2013
Program Officer

- Oversee a portfolio of $13mm, at the second largest K-12 education foundation and the largest supporter of school choice, and lead grant relationships for research and policy accounts including, Reason Foundation, Texas Public Policy Foundation, Commonwealth Foundation, National Council of Teacher Quality, Center on Reinventing Public Education, University of Colorado, and other state think tanks to support research, practice, and policy recommendations in education reform

AMERICAN OVERSIGHT

- Lead the development of a special education investment strategy, conducting a landscape and needs assessment and proposing recommendations for engagement, which led to co-hosting a convening with the Gates Foundation of the largest education foundations on the topic of special education to assess the needs and best practices in the field, and resulted in three major investments
- Evaluate a potential grantee's organizational leadership and capacity, growth plan, past performance, and their operational, financial, communications, and outreach strategies. Perform due diligence on proposals, analyzing a proposal's market landscape, reviewing business plans, assessing return on investment to the sector, and creating performance metrics for outputs and outcomes of effectiveness.

AMERICAN ACTION FORUM (AAF) January 2011-2012

Director of Education Policy

- Develop and launch an education policy strategy for K-12 and higher education and coordinate an outreach and communications plan working with the AAF President
- Write briefings, white papers, and op-eds on education reform; plan events and briefings on the Hill, coordinating programmatic content and operations with event sponsors and speakers, and also moderating these events
- AAF's primary representative on education issues on Capitol Hill and to other key stakeholders
- Manage day-to-day monitoring and analysis of legislative activity, research development, and political debates on K-12 and higher education issues
- Work has been cited by the Chairman of the U.S. House Education and Workforce Committee, John Kline, and Lance Izumi at the Pacific Research Institute, and appeared in *Politico, National Review, Weekly Standard, The Hill, Washington Examiner, Daily Caller* and other publications.

THE AMERICAN REVOLUTION CENTER (ARC) January 2009 - 2011

Education Coordinator

- Create and manage education strategy, public programs, and events, including writing and editing content for the education webpage with searchable database of lesson plans and content
- Project lead for first national survey on knowledge of the American Revolution, coordinating questionnaire development, report writing, donor and press outreach for this report. Survey Report has generated over 100 news stories, including coverage in *Washington Times, The Weekly Standard, Forbes,* and on the Glenn Beck show

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) October 2007 – 2009

Director of Government and Community Relations and Special Assistant to the Chairman

- Political appointment to be the liaison between the Office of the Chairman and other federal agencies, Congress, the White House, cultural and education institutions, and potential partners outside the agency, writing weekly NEH White House briefings of activities, announcements, and press coverage
- Develop and implement educational outreach strategy to largest national educational organizations and school district superintendents. Liaison to federal agency partners coordinating cooperative agreements, meetings, and public program, for the *Picturing America* program, an American art and history program reaching 80,000 schools and libraries. Plan events in eight cities across the country for *Picturing America*; overseeing advance plans, writing media messaging and talking points, for speakers, including the First Lady, Mrs. Laura Bush
- Write briefings, memos, articles, talking points, and speeches for meetings and events for the Deputy Chairman and Chairman

KENNEDY SCHOOL OF GOVERNMENT July 2007- September 2007

Research Assistant for Center for International Development

- Data compilation and analysis of psychometric tests for potential borrowers in the South African banking industry; Project assesses the private sector growth in developing countries and how to screen a potential borrower's entrepreneurial ability and honesty when there is little existing information from other sources (e.g. credit histories)

WHITE HOUSE OFFICE OF PUBLIC LIAISON September 2003 - November 2003

AMERICAN OVERSIGHT

Intern

- Plan White House briefings, meetings, and events with the President and other White House staff for the Jewish and African American community; Manage administrative and office management needs maintaining a detailed calendar for high level directors and providing background research in preparation for all activities

THE DAILY BRUIN, UCLA Student Publication 2002 - 2003

Contributing Writer

- Write weekly articles, conducting research and interviews, and working with editors and photographers on story publication, for the third most widely circulated newspaper in Los Angeles

HONORS AND VOLUNTEER WORK

Capitol Hill Baptist Church Deaconess of Weddings, 2017-Present
Meridian Public Charter School Board Member, Chair of Vision Subcommittee, 2017-Present
American Conservative Union Foundation Policy Fellow, 2015-Present
Conservative Political Action Committee (CPAC) Planning Committee, 2015
Conservative Political Action Committee (CPAC) Speaker on K-12 Education, 2015
Southern Baptist Convention Committee on Nominations, 2017
First Asian American Political Appointee at the National Endowment for the Humanities, 2007
Asian American Studies Department Valedictorian Commencement Speaker, 2005
Wei Lim Lee Memorial Scholarship, 2004
Pi Sigma Alpha Nat'l Political Science Honor Society, 1st Place in Essay Contest, 2003
UCLA Dean's Honors List
YWCA Bright Futures Scholarship Recipient, 2001
USA National Dance Team 1st place Championship, 1998
Southern Baptist Convention State Bible Drill 1st Place Winner, 1998

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 21 Aug 2018 16:09:45 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Daniela Garcia (in person)

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 21 Aug 2018 16:09:45 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Daniela Garcia (in person)
Attachments: Resume of State Rep. Daniela Garcia 8.16.18.pdf, Education Bills Authored by State Rep. Daniela Garcia.docx

AMERICAN OVERSIGHT

DANIELA R. GARCIA

22 E 29th Street, Holland, MI 49423 (616) 335-0641 drgarcia2015@gmail.com

PROFESSIONAL EXPERIENCE

Michigan House of Representatives **Lansing, MI**
State Representative, 90th House District January 2015 – Present

- Elected in 2014 and 2016 to represent 90,000 constituents in southern Ottawa County.
- Appointed by the Speaker of the House to serve on the Appropriations Committee, Commerce and Trade (Vice Chair), Education (Vice Chair), Election and Ethics, Health and Regulatory Reform Policy Committees.
- Specialize in the policy development of education and commerce/trade policy.
- Author and support education reform legislation that is centered on the accountability, academic performance of public schools in Michigan and the preservation of parental choice in education for the success of all students.
- Commands a wide range of knowledge on policy issues, including the practical, fiscal and community impact for the residents of Michigan.
- Collaborate with stakeholders from a variety of industries, academia, and local government to advance policy that benefits the residents of Michigan.

Spectrum Health System **Grand Rapids, MI**
Policy Analyst January 2012 – December 2014

- Represented Spectrum Health System's mission to serve the patients of West Michigan and health service lines with local, state and federal elected officials.
- Developed legislative proposals and successful strategy to advance policy in the state and federal legislature.
- Regularly briefed executives on regulatory and policy initiatives impacting patients and the health system.
- Worked with internal stakeholders to understand the impact of state and federal regulations on the health service lines.
- Collaborated with external health stakeholder groups to collectively advocate for the health and wellness of the residents of Michigan.
- Represented Spectrum Health System in the community through involvement on community boards and through participation in community programs.

U.S. House Committee on Education and the Workforce **Washington, D.C.**
Professional Staff January 2011 – December 2011

- Specialized in K-12 education policy specifically teacher preparation, STEM education and charter school policy.
- Drafted education legislation, prepared amendments and drafted policy briefs for the Chairman and members of the committee.
- Worked with federal agencies on the implementation of laws through regulations and guidance.

AMERICAN OVERSIGHT

- Ensured all committee members' concerns and policy goals were known and addressed through committee initiatives.
- Represented the Chairman and the committee at speaking engagements and conferences on education policy.
- Collaborated with education stakeholders, practitioners and advocates to stay current on issues and understand the local impact of federal law.

U.S. Representative Pete Hoekstra (MI-02) **Washington**, D.C.
Social Policy Advisor February 2009 – December 2011

- Managed a legislative portfolio of education, health care, science, veterans' affairs and family values.
- Lead staff for House Committee on Education and Labor, prepared Congressman for legislative hearings and markups by drafting amendment language, statements for the record and legislative summaries.
- Implemented the office's legislative priorities, secured congressional support for legislation, amendments, legislative sign-on letters, and Second Congressional District initiatives.
- Maintained relationships with constituents and advocacy organizations.

Association of Public and Land-Grant Universities **Washington**, D.C.
Legislative Coordinator April 2007 – February 2009

U.S. Representative Mike Rogers (MI-08) **Washington**, D.C.
Legislative Assistant August 2004 – April 2007
District Representative August 2003 – August 2004

Huntington National Bank **Holland, MI**
Personal Banker/Investment Representative September 2002 – January 2003

Scudder Investments **Chicago, IL**
Investment Representative October 2001 – September 2002

EDUCATION

Catholic University of America, Washington, D.C.
M.A. Education Administration and Policy

University of Michigan, Ann Arbor, MI
B.A. Political Science

AMERICAN OVERSIGHT

STATE REPRESENTATIVE DANIELA R. GARCIA

Education Legislative Proposals Authored by Representative Garcia

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House Bill 5157 of 2015

HB 5157, part of a four-bill package to address the professional development needs of classroom educators and administrators. Specifically, HB 5157 would have established continuing education for administrators with emphasis on collaboration with classroom educators, an understanding of teacher evaluation models and the interpretation of student data.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2015-HB-5157&query=on

House Bill 5193 of 2015

HB 5193 proposed to establish academic standards for all traditional public schools seeking approval from the Michigan Superintendent of Instruction to beginning the academic year early. Under current statute the superintendent has the discretion to grant early start waivers.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2015-HB-5193&query=on

House Bill 5194 of 2015 and House Bill 4163 of 2017

HBs 5194 and 4163 sought/seek to eliminate calendar and schedule from the collective bargaining table. Michigan has increased the number of academic days which has made it increasingly difficult for local school districts and educators to complete the required academic and professional development days.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2015-HB-5193&query=on

House Bill 5384 of 2016, Public Act 192 of 2016

HB 5384 was part of a legislative package to address the failing public school system in Detroit, Michigan. The law requires academic and fiscal accountability for the Detroit Public Schools as well as the preservation of charter schools in the City of Detroit. Additionally, the law requires the closure of low performing schools within the school district and provides for the reinstatement of a local superintendent and school board.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2016-HB-5384&query=on

AMERICAN OVERSIGHT

House Bill 5387 of 2016, PA 194 of 2016

House Bill 5387 was part of a legislative package to address the failing public school system in Detroit, Michigan. The law prohibits certain public school employees from going on strike and amends the process for violations of the law. This law, while part of a specific legislative package, applies to all public schools in Michigan.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2016-HB-5387&query=on

House Bill 5126, Public Act 260 of 2017

HB 5126 amends current law to allow for school districts to contract with law enforcement agencies in order to hire school resource officers in public schools. Several school districts across the State of Michigan use school resource officers as a means of school safety and community policing, without this legislation law enforcement agencies would have cancelled their contracts with local school districts.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2017-HB-5126&query=on

House Bills 5598 and 5599 of 2018

HBs 5598 and 5599 are part of six bill legislative package intended to address teacher preparation programs at institutions of higher education in Michigan. HB 5593 would require faculty at teacher preparation programs to complete 30 hours of annual continuing education, consistent with continuing education requirements for K-12 educators. HB 5599 would require institutions of higher education to create a warranty program for classroom educators, who have been identified in their first two years of teaching, as needing additional training.

https://www.legislature.mi.gov/(S(h505m3cfwx5amnmn5aeffu33))/mileg.aspx?page=getobject&objectname=2018-HB-5598&query=on

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 21 Aug 2018 16:09:45 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Daniela Garcia (in person)

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 23 Aug 2018 21:52:00 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Kyrsten York

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 23 Aug 2018 21:52:00 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Kyrsten York
Attachments: Kyrsten B. York.pdf

AMERICAN OVERSIGHT

KYRSTEN B. YORK

1469 South Highview Ln #204 •Alexandria, VA 22311 • 850-758-1467 • kyrsten.york@gmail.com

EXPERIENCE

Bill of Rights Institute — Arlington, VA

Senior Manager, Donor Relations — *June 2016 to Present*

- Manage and building long-term relationships with foundations, including grant writing and reporting.
  - Increased foundation donor's annual gift by 25%.
  - Moved foundation support from $20k to $30k.
- Identifying prospective foundations aligned with Institute priorities and building relationships with them to increase Institute support.
- Cross-departmental collaboration to streamline grant proposal and reporting process.
- Supervise Development Associate, including training and professional development strategy and implementation.

Grants Manager — *May 2013 to June 2016*

- Managed grant proposals and reports for nearly 40 foundations including grant writing, foundation relationship development, and timeline tracking.
  - Improved collaboration amongst Institute teams with grant management documents.
- Supervised and trained interns on tax receipt and thank you process for individual donations.
- Accounted for each donation received by compiling accurate accounting reporting.

Development Associate — *June 2012 to May 2013*

- Direct mail management and implementation, including drafting copy, managing the relationship with print house, and supervising the timeline with marketing, administration, and development teams.
- Koch Associate Program:
  - Participated in weekly seminars, workshops, reading discussions, group projects, and speakers designed to equip individuals with management tools and understanding free-market economics.

Bill of Rights Institute — Arlington, VA

Donor Research Intern — *January 2012 to May 2012*

- Composed and distributed tax receipts for each donation received within a twenty-four hour period.
- Created daily batch reports for each donation received for reconciling donations with accounting records.
- Donor research (including prospective, house file, and corporate donors through WealthEngine and digital outlets).
- Facilitated direct mail, managing incoming returns from house file and prospect mailings.
- Participated in the Koch Internship Program.

University of West Florida-Department of Government — Pensacola, FL

Graduate Assistant — *August 2010 to December 2011*

- Supported office administrator in addressing student questions and concerns.
- Assisted Department Chair with multiple research projects:
  - Researched economic freedom indicators for selected Central American nations.
  - Created Excel spreadsheets addressing course textbooks and presidential approval ratings.
- Utilized interlibrary loan and collecting information on requested topics.
- Performed clerical duties: answering telephones, filing paperwork, making copies, data entry.

EDUCATION

University of West Florida — Pensacola, FL

Master of Arts, Political Science — *May 2012*

- Thesis: Looking Behind the Curtain: An Analysis of the Influence of Precedent on Judicial Decision-Making
- GPA of 3.7/4.0

Bachelor of Arts, *with Honors*, Political Science — *May 2010*

- Honors Thesis: Fleeing Towards Democracy (Maybe): Costa Rica and Cuba Compared
- Outstanding Political Science Student of the Year 2009-2010
- GPA of 3.7/4.0

Northwest Florida State College — Niceville, FL

Associate of Arts, *with Honors* — *May 2008*

- GPA of 3.7/4.0

AMERICAN OVERSIGHT

ED-17-0431-F-001235

From: Ventimiglia, Eric
Sent: 12 Sep 2018 22:28:01 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Whitney Riggs in person
Attachments: Whitney B. Riggs - Resume.doc

AMERICAN OVERSIGHT

WHITNEY RIGGS

3507A Stafford Street, S • Arlington, VA 22206 • 865-599-2919 • whitneyriggs@comcast.net

PROFESSIONAL SUMMARY

A seasoned policy professional with in-depth familiarity and experience with the legislative process, including the appropriations process. Well-organized and able to set priorities, meet deadlines and achieve results in a fast-paced environment. A proven record of taking on greater levels of responsibility, functioning autonomously and as part of a team.

PROFESSIONAL EXPERIENCE

NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA), ALEXANDRIA, VA

SENIOR GOVERNMENT AFFAIRS ASSOCIATE, MAY 2017-PRESENT

Senior member of the government affairs team responsible for advancing the national policy interests of more than 90,000 school board members by developing and implementing effective direct lobbying strategies. Advocates, before Members of Congress, congressional staff and relevant federal agencies, NSBA's federal legislative and policy positions related to elementary and secondary education. Provides in-depth policy analysis of legislative and regulatory proposals to NSBA membership. Prepares and presents legislative updates to NSBA membership and stakeholders during conferences, special sessions, webinars and other forums.

HOUSE COMMITTEE ON EDUCATION AND THE WORKFORCE, WASHINGTON, DC

PROFESSIONAL STAFF MEMBER, JANUARY 2017-MAY 2017

Served as Chairwoman Virginia Foxx's (R-NC) primary advisor on policy issues related to federal workers' compensation programs, trade and the "sharing" economy. Collaborated with Members of Congress, congressional staff and stakeholders to develop innovative legislative proposals to advance the Chairwoman's policy agenda. Provided policy analysis and recommendations to the Chairwoman and other Members of Congress. Coordinated Committee briefings, hearings, markups and roundtables by interviewing potential witnesses and drafting relevant background materials.

OFFICE OF CONGRESSWOMAN VIRGINIA FOXX (R-NC, 5TH DISTRICT), WASHINGTON, DC

POLICY ADVISOR, DECEMBER 2014-JANUARY 2017

Managed active Member's Education and the Workforce Committee portfolio with an emphasis on elementary and secondary education, higher education, child nutrition and workforce development. Worked with Committee and House leadership on passage of the Every Student Succeeds Act. Drafted talking points, floor speeches and worked closely with legislative counsel on drafting legislative text. Collaborated directly with White House staff on community college initiatives. Actively engaged stakeholders to advance North Carolina's interests at the federal level.

OFFICE OF CONGRESSMAN DOC HASTINGS (R-WA, 4TH DISTRICT), WASHINGTON, DC

SENIOR LEGISLATIVE ASSISTANT, MARCH 2014-DECEMBER 2014

Monitored Energy and Water Appropriations Subcommittee action for active Member with heavy Department of Energy (DOE) interests. Managed federal funding for the Pacific Northwest National Laboratory. Implemented the Congressional Nuclear Cleanup Caucus briefing series with senior DOE officials and stakeholders. Served as an adviser to the Member on energy issues and primary adviser on science, budget, education, homeland security, labor, and tax policy issues.

LEGISLATIVE ASSISTANT, APRIL 2012-MARCH 2014

Assisted senior policy advisor in ensuring DOE met legal obligations to clean up the Hanford Nuclear Site in Central Washington. Served as primary adviser to the Member on science, budget, education, financial services, housing, judiciary, labor, Social Security, small business, tax, and women's issues.

AMERICAN OVERSIGHT

OFFICE OF CONGRESSMAN CHUCK FLEISCHMANN (R-TN, 3RD DISTRICT), WASHINGTON, DC

LEGISLATIVE ASSISTANT/OFFICE MANAGER, JANUARY 2011-APRIL 2012

Served as the primary adviser to the Member on agriculture, education, homeland security, housing, and labor policy issues. Worked with legislative team to advance legislative initiatives. Built and maintained relationships with various constituent and interest groups. Prepared communications, speeches, talking points and informational memos. Supervised junior staff and managed office finances.

OFFICE OF CONGRESSMAN ZACH WAMP (R-TN, 3RD DISTRICT), WASHINGTON, DC

LEGISLATIVE AIDE, MARCH 2009-JANUARY 2011

Primary assistant to legislative director managing funding for the Oak Ridge National Laboratory. Assisted legislative director with managing the Member's Energy and Water Appropriations Subcommittee portfolio ensuring DOE facilities in Oak Ridge, TN had adequate funding and DOE cleanup milestones were met.

SENIOR LEGISLATIVE CORRESPONDENT, OCTOBER 2006- MARCH 2009

Managed and supervised junior legislative correspondents, staff assistants, and interns in their handling of incoming constituent communications. Assisted with developing effective communication strategies.

STAFF ASSISTANT AND TOUR COORDINATOR, JANUARY 2006-OCTOBER 2006

Assisted in planning, researching and writing for Member's website. Responsible for scheduling all constituent tours of Washington, D.C. landmarks.

OFFICE OF SENATOR LAMAR ALEXANDER (R-TN), KNOXVILLE, TN

INTERN, APRIL 2004-AUGUST 2004

Greeted all office visitors. Answered constituent calls. Logged in constituent letters and phone calls using Capitol Correspondence. Assisted district staff with special projects.

EDUCATION

THE UNIVERSITY OF TENNESSEE, KNOXVILLE, TN

B.A., Major: Political Science

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 12 Sep 2018 22:28:01 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Whitney Riggs in person
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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

OFFICE OF CONGRESSMAN CHUCK FLEISCHMANN (R-TN, 3RD DISTRICT), WASHINGTON, DC

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Served as the primary adviser to the Member on agriculture, education, homeland security, housing, and labor policy issues. Worked with legislative team to advance legislative initiatives. Built and maintained relationships with various constituent and interest groups. Prepared communications, speeches, talking points and informational memos. Supervised junior staff and managed office finances.

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B.A., Major: Political Science

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 20 Sep 2018 20:41:09 +0000
To: Kean, Larry;Cordes, Bill;Lee, Ebony;Blew, Jim;Slack, Emily;Brogan, Frank;Botel, Jason;Tesoriero, Vanessa;Zais, Mitchell;Stump, Scott;Talbert, Kent;Cassell, Mary I. EOP/OMB
Cc: Steel, Jake
Subject: FY 2020 Major Discretionary Programs Budget Hearing with OMB

OMB has requested a hearing on discretionary programs as a follow-up to the FY 2020 Budget Submission. This hearing provides an opportunity for Senior Leaders to discuss major aspects of the Department's proposals in more detail with OMB. In particular, this discussion will address most of discretionary program funding issues, which are largely in K-12 and OCTAE. These topics would include teachers, choice, workforce/apprenticeships, school safety, and disadvantaged students.

OMB will send questions in advance of the hearing. As soon as Budget Service receives these, we will update the calendar invitation with relevant attachments, including a timed agenda for specific topics and participants.

AMERICAN OVERSIGHT

From: ONeill, Alexis
Sent: 7 Sep 2018 19:55:23 +0000
To: ONeill, Alexis;Ramakis, Jessica;Hunter, Tina;Botel, Jason;Ramirez, Lisa;Washington, Mark;Surprenant, Kala
Subject: GAO Questions for OESE re: K-12 Program Performance Assessment Strategies (18-007202/102597)
Attachments: FY18_ALL_STAFF-#949413-v1-OESE_PART_2_QUESTIONS_(102597).docx, FY18_ALL_STAFF-#949994-v1-OESE_CHALLENGES_TO_K-12_PROGRAM_PERFORMANCE_AS....xlsx

I am inviting you to this meeting with GAO to discuss OESE's responses to the attached questions (two sets).
Reminder: OESE's draft responses are due to Exec Sec on September 13.

AMERICAN OVERSIGHT

GAO Questions on Education's Challenges to Assessing Performance of K-12 Programs (102597)
Office of Elementary and Secondary Education (OESE)
Part 2

1. We understand that OESE is charged with directing, coordinating, and recommending policy for K-12 programs, among other activities. Please elaborate on any of OESE's activities as they relate to K-12 program performance assessment activities, specifically.

2. To what extent has the passage and implementation of the Every Student Succeeds Act (ESSA) affected K-12 program performance assessment activities at OESE?

    a. Are there new K-12 program performance assessment requirements for OESE?
    b. Has ESSA addressed (i.e., resolved or mitigated) certain challenges to program performance assessment activities?
    c. Does ESSA present new challenges?
    d. Do certain challenges persist under ESSA?

3. How, if at all, does OESE ensure that program offices develop and implement adequate plans to monitor K-12 program grantees' performance toward achieving program goals and objectives?
    a. How does OESE ensure that such monitoring is used to assist grantees with making progress toward the program's goals and objectives?

4. The OIG's FY 2018 Management Challenges Report includes information on Education's progress in meeting certain challenges, including oversight and monitoring of grantees and data quality and reporting. The following questions refer to efforts in meeting these challenges, as outlined in the OIG's report.

    a. What types of *risk-based monitoring tools or approaches*, if any, does OESE use to address (i.e., resolve or mitigate) challenges related to the oversight and monitoring of grantees? Please provide specific examples (see OIG FY 2018 Management Challenges Report p. 39).

    b. Please describe the Department's *standardized procedures to evaluate the quality of SEA submitted data* (e.g., tool used by offices to identify, follow up on, and track individual State data quality concerns after the submission of Consolidated State Performance Reports) and how these procedures help address data quality and reporting challenges (see OIG FY 2018 Management Challenges Report p. 45-46).

    c. Please describe the Department's new data certification for Consolidated State Performance Reports and how this process helps address data quality and reporting challenges (see OIG FY 2018 Management Challenges Report p. 46).

    d. How do the Department's principal offices use the National Center for Education Statistics' basic *Data Quality Summary Form* in their reviews of submitted data files to address challenges related to data quality (see OIG FY 2018 Management Challenges Report p. 46)? Please provide a copy of the form.

    e. Please elaborate on any plans OESE has to address issues of data quality, reporting, and overall data management (see OIG FY 2018 Management Challenges Report p. 46). Please specify only those efforts that pertain to K-12 programs.

AMERICAN OVERSIGHT

Yes
No
Not applicable

AMERICAN OVERSIGHT

Office of Elementary and Secondary Education: Part 1

Based on our review of relevant GAO reports, Education OIG reports, and various other Education documents, challenges related to assessing the performance of K-12 programs generally fell into three broad categories: (1) Data quality; (2) Oversight and monitoring, and (3) Capacity and resources. We consider program performance assessment to include both rigorous, systematic evaluations and ongoing monitoring and reporting of program accomplishments.

We are seeking your input on the challenges identified and requesting examples of specific K-12 programs that have faced or continue to face these particular challenges. Please complete the table below, as directed.

If you have any questions or comments, please contact Meredith Moore at MooreMM@GAO.gov or Kate O'Dea Lamas at ODeaLamasK@GAO.gov.

Please respond to these questions only if you agree that Education faces the associated challenge to K-12 program performance assessment noted in column A.

Are the following challenges to K-12 program performance assessment?		**Is this a persistent challenge (i.e., >5 years)?**	**What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?**	**What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?**	**What additional comments, if any, do you have about this challenge (including remarks on how we characterize it)?**
	Select Yes or No from the drop-down menu for each challenge	*Select Yes, No, or N/A from the drop-down menu for each challenge*			
Data Quality *refers to the ability to collect or report accurate, useful, and timely program performance data*					
Oversight and Monitoring *refers to activities such as monitoring grantee performance and compliance with reporting requirements, conducting audits and evaluations, improving risk management, and providing technical assistance*					

Please respond to these questions only if you agree that Education faces the associated challenge to K-12 program performance assessment noted in column A.

AMERICAN OVERSIGHT

Are the following challenges to K-12 program performance assessment?		Is this a persistent challenge (i.e., >5 years)?	What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?	What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?	What additional comments, if any, do you have about this challenge (including remarks on how we characterize it)?
	Select Yes or No from the drop-down menu for each challenge	*Select Yes, No, or N/A from the drop-down menu for each challenge*			
Capacity and Resources *refers to the capacity to conduct and use program performance assessment information in decision making, organizational resources to conduct assessment activities and/or implement results, including knowledgeable staff, and the availability of program performance assessment results*					
Other **What are other challenges to K-12 program performance assessment, if any, that do not fit into the three broad categories listed above?**		**Is this a persistent challenge (i.e., >5 years)?** *Select Yes or No from the drop-down menu for each additional challenge provided*	**What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?**	**What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?**	**What additional comments, if any, do you have about this challenge?**

AMERICAN OVERSIGHT

From: Simms-Coates, Karmon
Sent: 13 Sep 2018 15:33:05 +0000
To: Simms-Coates, Karmon;Lagaard, Soren;Kissel, Adam;Botel, Jason;Byrd-Johnson, Linda
Subject: GEAR UP Application Eligibility - IPS Enterprise, LLC

Representatives from IPS Enterprise, LLC are available on September 20, 2018 at 10:00 a.m. to discuss the Department's eligibility determination for the 2018 GEAR UP Partnership grant competition.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 10 Sep 2018 19:49:18 +0000
To: Lee, Ebony;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa;Banks, Amy;Harrison, Lisa;Kesner, Paul;Robertson, Elyse;Wilson, Linda
Subject: H.R. 1511/S. 611

Please forward to the appropriate staff.

AMERICAN OVERSIGHT

From: Petersen, Molly
Sent: 13 Sep 2018 02:24:11 +0000
To: Petersen, Molly;Talbert, Kent;Carter, Denise;Harper, Geoffrey;McCloskey, Amber;Washington, Mark;Botel, Jason;Oppenheim, Peter
Subject: Hill Update on Reorganization - afternoon session

Afternoon session for the Hill. Location to follow..

Thank you,

Molly

AMERICAN OVERSIGHT

From: Petersen, Molly
Sent: 13 Sep 2018 02:13:22 +0000
To: Petersen, Molly;Carter, Denise;Botel, Jason;Talbert, Kent;Washington, Mark;McCloskey, Amber;Harper, Geoffrey
Subject: Hill Update on Reorganization - morning session

Morning session for the Hill. Location to follow..

Thank you,

Molly

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 15:57:45 +0000
To: Talbert, Kent;Wheeler II, Tom;Miller, Meredith;Kesner, Paul;Botel, Jason
Subject: HOLD: ED & SS Research Project

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 15:57:45 +0000
To: Talbert, Kent;Wheeler II, Tom;Miller, Meredith;Kesner, Paul;Botel, Jason
Subject: HOLD: ED & SS Research Project

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 15:57:45 +0000
To: Talbert, Kent;Wheeler II, Tom;Miller, Meredith;Kesner, Paul;Botel, Jason
Subject: HOLD: ED & SS Research Project

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 21 Sep 2018 13:02:16 +0000
To: Brogan, Frank;Botel, Jason
Subject: HOLD: Frank & Jason

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Aug 2018 17:09:03 +0000
To: Botel, Jason
Subject: HOLD: HUD

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 29 Aug 2018 15:50:17 +0000
To: Oppenheim, Peter;Bailey, Nathan;Hill, Elizabeth;Eitel, Robert;Lee, Ebony;Brogan, Frank;Botel, Jason;Muniz, Carlos
Subject: HOLD: Letter Follow Up

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:27 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly
Subject: Hold - Session 1: Frank Brogan Hearing Prep (Confid)

As you may know, Frank Brogan is scheduled to testify before the Senate HELP committee on **Tuesday, September 25th**. Please note, this information is confidential as it has not been made public. In preparation for the hearing, OLCA is scheduling 2-3 rounds of hearing prep for Frank the week of September 17th. The prep sessions will include various POCs from offices around the Department. During each session, select attendees will pose potential questions the Senate HELP members are likely to ask Frank while others will attend to address and help answer these questions. Please let me know if you have any questions; I will provide more details as we get closer to the prep week.

Thanks,
Gerren

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:31 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly
Subject: Hold - Session 2: Frank Brogan Hearing Prep (Confid)

As you may know, Frank Brogan is scheduled to testify before the Senate HELP committee on **Tuesday, September 25th**. Please note, this information is confidential as it has not been made public. In preparation for the hearing, OLCA is scheduling 2-3 rounds of hearing prep for Frank the week of September 17th. The prep sessions will include various POCs from offices around the Department. During each session, select attendees will pose potential questions the Senate HELP members are likely to ask Frank while others will attend to address and help answer these questions. Please let me know if you have any questions; I will provide more details as we get closer to the prep week.

Thanks,
Gerren

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:33 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly
Subject: Hold - Session 3: Frank Brogan Hearing Prep (Confid) (if necc.)

As you may know, Frank Brogan is scheduled to testify before the Senate HELP committee on **Tuesday, September 25th**. Please note, this information is confidential as it has not been made public. In preparation for the hearing, OLCA is scheduling 2-3 rounds of hearing prep for Frank the week of September 17th. The prep sessions will include various POCs from offices around the Department. During each session, select attendees will pose potential questions the Senate HELP members are likely to ask Frank while others will attend to address and help answer these questions. Please let me know if you have any questions; I will provide more details as we get closer to the prep week.

Thanks,
Gerren

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 19 Sep 2018 14:46:50 +0000
To: Oppenheim, Peter;Botel, Jason;Carter, Denise;Talbert, Kent;Petersen, Molly
Subject: HOLD: Travel to LBJ

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 19 Sep 2018 14:46:23 +0000
To: Oppenheim, Peter;Carter, Denise;Talbert, Kent;Petersen, Molly;Botel, Jason
Subject: HOLD: Travel To Rayburn

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Sep 2018 17:26:50 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: HOLD Phone Call: Jason / Kim Zarish-Becknell

AMERICAN OVERSIGHT

From: Walls, Kristen
Sent: 27 Aug 2018 18:17:07 +0000
To: Walls, Kristen
Cc: OESE All Users
Subject: How to Write a Difference Makers Nomination

The Difference Maker Award season is almost upon us. We invite you to a presentation on how to write winning nominations to recognize your colleagues for their outstanding work. This information session is on August 29, 2018 from 2-3pm in person in 3C100 or via Skype. During the presentation we will review each category of award, the questions you should answer, and examples of past successful nominations. If you would like to participate, simply join the Skype Meeting on August 29.

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 38261935
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Walls, Kristen
Sent: 27 Aug 2018 18:17:07 +0000
To: Walls, Kristen
Cc: OESE All Users
Subject: How to Write a Difference Makers Nomination

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Sep 2018 15:38:33 +0000
To: Talbert, Kent;Miller, Meredith;Conaty, Joe;Stader, Jim;Eitel, Robert;Ramirez, Lisa;Kesner, Paul;Sullivan, Madeline;Cantrell, David;Ryder, Ruth;Dobak, Carol;Dean, Michael;Valentine, Ingrid;Ceja, Beatriz;Cordes, Bill;Hess, Jane;Koeppel, Dennis;Peternith, Rachel;Rosenfelt, Phil;Dixon, Doris;McHam, Gerren;Prince, Scott;Stanton, Craig;Goetz, Braden;Ramakis, Jessica;Reynolds, Cody;Hill, Elizabeth;Bailey, Nathan;Carter, Denise;Botel, Jason;Dowling, Maureen;Allen, Pamela
Subject: Hurricane Coordination Meeting

Conference Line: 866-842-8994
PC: 1621415

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 31 Aug 2018 18:10:06 +0000
To: Talbert, Kent;Carter, Denise;Stader, Jim;Brogan, Frank;Botel, Jason;Ramakis, Jessica;Rinkus, Christopher
Subject: Hurricane Staffing Follow-up

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 15:36:25 +0000
To: Botel, Jason;Friedrich, Lauren
Subject: IPA

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 15:36:25 +0000
To: Botel, Jason;Friedrich, Lauren
Subject: IPA

AMERICAN OVERSIGHT

From: Gray, Jason
Sent: 21 Sep 2018 13:28:55 +0000
To: Gray, Jason;Manning, James;Schneider, Mark;Webster, Douglas;Bailey, Nathan;Marcus, Kenneth;Stump, Scott;Brogan, Frank;Viana, Jose;Muniz, Carlos;Tighe, Kathleen S.;Oppenheim, Peter;Carter, Denise;Jones, Diane;Blew, Jim;Collett, Johnny;McDonald, Walter;Kim, Ann;Smith, Kathleen;Betka, Sue;Wooten, Michael;Jackson, Candice;Rosenfelt, Phil;Bruce, Sandra;Botel, Jason
Subject: IT Governance and Modernization Plan

Good morning,
The purpose of this meeting is to brief the Department's leadership on the Information Technology (IT) Investment Review process and the IT modernization plan.

Thanks

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 31 Aug 2018 17:28:21 +0000
To: Lee, Ebony;Botel, Jason
Subject: Jason B Check In

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 31 Aug 2018 17:11:33 +0000
To: Lee, Ebony;Botel, Jason
Subject: Jason B Check In

AMERICAN OVERSIGHT

From: Broadwater, Sara
Sent: 30 Aug 2018 16:45:12 +0000
To: Broadwater, Sara;Botel, Jason;Hilsey, Shaina;Hill, Elizabeth
Subject: Jason Back to School Press

AMERICAN OVERSIGHT

From: Broadwater, Sara
Sent: 30 Aug 2018 16:45:12 +0000
To: Broadwater, Sara;Botel, Jason;Hilsey, Shaina;Hill, Elizabeth
Subject: Jason Back to School Press

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2018 13:47:00 +0000
To: Botel, Jason
Subject: jason teleworks

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:19 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:15 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander is also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:32 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:27 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:20 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:16 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander is also available.

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 29 Aug 2018 15:49:31 +0000
To: Terpak, Kelly;Botel, Jason
Subject: Kelly Out--available via email and 202-280-8472

Brian Lekander also available.

AMERICAN OVERSIGHT

From: Rapley-Rose, DeNeen
Sent: 21 Sep 2018 02:40:36 +0000
To: Rapley-Rose, DeNeen;Adams, Tesha;Adams, Bernadette;Ahmady, Lori;Anderson, Claudette;Araujo, Liza;Armstrong, Michelle;Ashley, Carol;Austin, Krystal;Babu, Surendra;Bailey, Nathan;Banagan, Vickie;Battle, Sandra;Beaton, Sarah;Bell, Deborah;Black, Shivaun;Bogart, Joanne;Botel, Jason;Bowen, Jennifer;Brogan, Frank;Bromfield, Danielle;Brown, Grace;Burley, Milton;Tejada Bustos, Jeanette;Butler, Michelle;Byrd-Johnson, Linda;Caliguiran, Arthur;Chapman-Thaw, Kissy;Chester, LaVerne;Cohen, Stan;Coleman, George;Collins, Jackie;Conaty, Joe;Conner, Donald;Cook, John;Covington, Eudora;Crockett, Yvonne;Cuffey, Linda;Darby, LaJuan;Davis, Martha;Davis, Wanda;Davis, Darryl;Dixon, Cindy;Douglas, Michelle;Drew, Denise;Edwards, Antoinette;Eitel, Robert;Ellis, Kathryn;English, Barbara;Epps, Karen;Evans, Melika;Farmer, Avis;Farmer, Katrina;Finley, Steve;Fortelny, Gregory;Foster, Richard;Foster, Crystal;Siry, Melissa;Green, Bianca;Gregory, Robin;Guest, Sharese;Hamblin-Johnson, Tanisha;Harris, Nicole S.;Hawkins, Ameera;Hawley, Colette;Hembrey, Tanesha;Henry, Eric;Hensel, David;Hillary, Ashley;Howerton, Mia;Hunter, Tina;Jasper, Carrie;Jeff-Pannell, Ernestine;Jones, Diane;Jones, Karlena;Jones, Lewis;Joynes, Ziyadah;Kean, Larry;Kesner, Paul;Koeppel, Dennis;Kravitz, Jerry;Kumi, Aba;Lee, Ebony;Long, Bonny;Lucas, Richard;Maddox, Jackie;Malawer, Hilary;Marcus, Kenneth;Marek, Rebecca;Matthews, Lloyd;Mayo, Darlene;McCord-Jones, Cassandra;McFadden, Elizabeth;McLaughlin, Maureen;Miles, Regina;Miles, Michele;Miller, Meredith;Moore, ReShone;Muniz, Carlos;Nataniel, Luis;Norment, Ricky;Ofodile-Carruthers, Nkemjika;Oppenheim, Peter;Petersen, Molly;Peterson-Cox, Monet;Uzzelle, Princess;Ramakis, Jessica;Randall, Patricia;Reed, Almita;Reid, Lakisha;Rhoads, Kelly;Richardson, Tanyelle;Riemer, Jeffrey (Justin);Riggans, Charlene;Robinson, Vicki;Rodriguez, Mayra;Rosenfelt, Phil;Rush, Angel;Russell, Sheila;Sasser, Tracey;Saunders, Azilea;Scannelli, Carol;Schneider, Diana;Sciarra, Valerie;Senecal, Lisa;Surprenant, Kala;Shawyer, Barbara;Sheehan, Richard;Sherman, Brandon;Simmons, James K.;Simmons, Vena;Simmons, Lee (Dougie);Simms-Coates, Karmon;Slack, Emily;Slupe, Kevin;Smith, Richard;Sniper, Audrey;Solares, Grace;Solomon, Tracey;Spruill, Kisha;St.Pierre, Tracey;Starke, Sara;Starks, Kamilah;Strambler, Christopher;Stratman, Karen;Suris, Ralph;Talbert, Kent;Trachman, William;Trepacz, Ed;Ulmer, Suzanne;Vanzego, Towana;Venable, Joshua;Ventimiglia, Eric;Viana, Jose;Walker, Kathryn;Ware, Angela;Weems, Kia;Wells, Harold;White, Carla;Wiley, Rachael;Wilson, Tywanna;Wilson, Linda;Winters, Deborah;Wood, Tina;Wright, Lavelle;Yan, Jean
Subject: LBJ - FY2019 Parking Distributions
Attachments: ParkingPayrollAllotmentForm.pdf, TRANSIT WITHDRAWAL PROCESS.docx
Importance: High

CONGRATULATIONS AND WELCOME TO THE FY2019 PARKING SEASON

Your Parking Application has been approved to participate in the Department's Parking program for the FY2019 season!!

Tuesday September 25th & Wednesday September 26th , 2018
Room LBJ - 1E100 (First Floor)

AMERICAN OVERSIGHT

See: Transportation Services Representative
9:00am – 12:00pm & 1:00pm – 3:00pm

- All participants will be receiving an ANNUAL parking permit that will cover the period of : **October 1, 2018 – September 30, 2019**
- All participants must show a valid Government ID or, if not a Federal Government employee, a valid driver's license or state ID.
- If you are the primary for a Vanpool or a Carpool no parking space will be assigned until all participants have signed the application.
- The primary applicant is responsible for ensuring that carpool membership requirements are met.
- No Third Party pickups during this distribution.

The cost for the FY2019 parking season will remain at $240.25 per quarter and just like in past parking seasons payments will be received via bi-weekly payroll allotments. Passenger vehicles will pay $40.04 biweekly and Motorcycles will pay $20.02 biweekly. Attached please find the allotment form which must be brought to the distribution as payment as these payments will begin pay period 22.

Current transit recipients who are new to the parking program must complete the attached withdrawal process prior to the distribution/ issuance of a parking permit.

If you are no longer interested in participating in the Department's parking program please follow the aforementioned withdrawal directions.

NOTE: Should you not be able to make the aforementioned dates you may come to LBJ room 228-56 on the very next business day after the distributions to receive your permit.

Please direct all questions and /or concerns to the OMMSTransportationservices@ed.gov mailbox or you may call 202-401-2905.

ParkingPayrollAllotmentForm.pdf

*Have a Question about Transportation? **Was the assistance provided helpful to you? I welcome your feedback!***

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

US DEPARTMENT OF EDUCATION
Parking Payroll Allotment Form

Office of Management - SFLS - Logistics Services Division - Transportation Services Branch
OMMSTransportationservices@ed.gov
Phone: 202-401-2905 or FAX: 202-205-1866

Participant's Payroll Name:

Principal Office: **Office Phone Number:**

ED Email Address:

I am a permit holder at the following parking facility:

- ☐ PCP - 550 12th Street, SW - [803]
- ☐ PCP - 550 12th Street, SW - [OIG 410]
- ☐ LBJ - 400 Maryland Ave. SW - [803]
- ☐ LBJ - 400 Maryland Ave. SW [OCR 170]
- ☐ UCP - 830 First Street, NE - [202]
- ☐ Kansas City, Missouri - [FSA 202]
- ☐ Kansas City, Missouri - [OIG 410]
- ☐ Kansas City, Missouri - [OCR 170]

Participant's Signature: **Date:**

*****To stop the payroll allotment and withdraw from the Parking program, you must complete an Official Parking Withdrawal Form.*****

TSB USE ONLY

Please initiate a bi-weekly parking payment to begin on pay period: ☐

Association Code:

Funding Amount:

Privacy Act Statement
Information collected via this form is covered by the Privacy Act of 1974 (5 U.S.C. 552a) and Privacy Action System of Records Notice - DOI 85. The primary use of this information is to start, stop or change entitlements and to process any voluntary or involuntary deductions on pay and leave issues. The information you furnish will be used to identify records properly associated with you to obtain any additional information.

AMERICAN OVERSIGHT

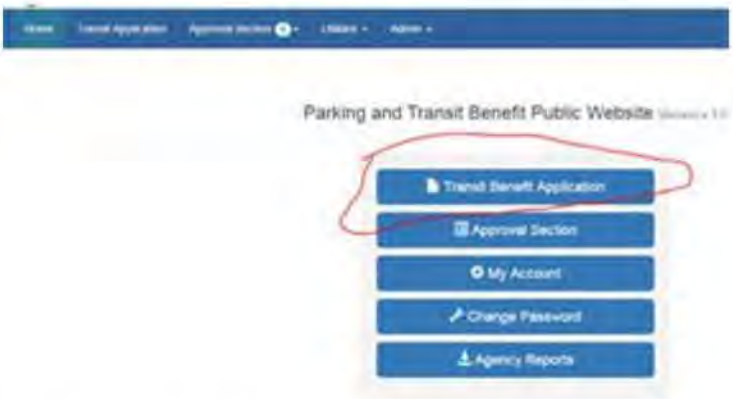
TRANSIT WITHDRAWAL PROCESS:

To be withdrawn from the Transit program, access your account through TRANServe.

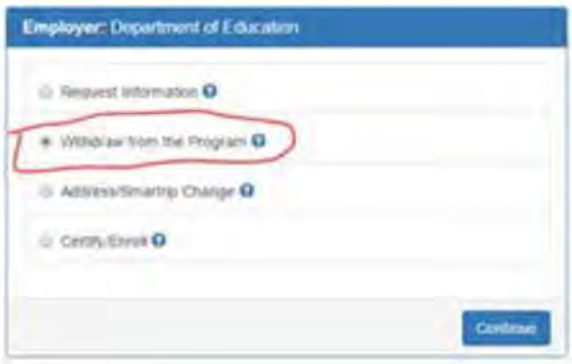
TRANServe log in screen https://transitapp.ost.dot.gov/.

From the home screen:

- Choose option "Transit Benefit Application"



Then choose "Withdraw from the Program." Complete Withdrawal form and submit.



AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 24 Aug 2018 15:04:56 +0000
To: Ramirez, Lisa;Washington, Mark;Brogan, Frank;Botel, Jason
Subject: LISA on LEAVE

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 17 Sep 2018 15:06:35 +0000
To: Washington, Mark;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hunter, Tina;Coley, Jerine;Watson, Debbie;Hilsey, Shaina;Norris, Elizabeth
Subject: Mark Out - Sick Leave (3:00 p.m. - 5:00 p.m.)

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 28 Aug 2018 12:42:54 +0000
To: Dowling, Maureen;Thompson, Brian;Jones, Gary;Hilsey, Shaina;Botel, Jason
Subject: Meet Military Affairs Team

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 28 Aug 2018 12:42:54 +0000
To: Dowling, Maureen;Thompson, Brian;Jones, Gary;Hilsey, Shaina;Botel, Jason
Subject: Meet Military Affairs Team

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Subject: Meet Military Affairs Team

Jason,

Due to another time-sensitive meeting regarding the Federal Commission on School Safety, we need to reschedule the time for you to meet with the Military Affairs Team. Will this time work for you?

Maureen

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AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 28 Aug 2018 12:41:47 +0000
To: Dowling, Maureen;Botel, Jason;Morrisey, Jenay;Allen, Pamela;Binder, Isadora;Hilsey, Shaina
Subject: Meet ONPE Team

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 28 Aug 2018 12:41:47 +0000
To: Dowling, Maureen;Botel, Jason;Morrisey, Jenay;Allen, Pamela;Binder, Isadora;Hilsey, Shaina
Subject: Meet ONPE Team

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From: Dowling, Maureen
Sent: 28 Aug 2018 12:41:47 +0000
To: Dowling, Maureen;Botel, Jason;Morrisey, Jenay;Allen, Pamela;Binder, Isadora;Hilsey, Shaina
Subject: Meet ONPE Team

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To: Dowling, Maureen;Botel, Jason;Morrisey, Jenay;Allen, Pamela;Binder, Isadora;Hilsey, Shaina
Subject: Meet ONPE Team

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To: Dowling, Maureen;Botel, Jason;Morrisey, Jenay;Allen, Pamela;Binder, Isadora;Hilsey, Shaina
Subject: Meet ONPE Team

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 19 Sep 2018 21:33:12 +0000
To: Brogan, Frank;Hilsey, Shaina;Botel, Jason
Subject: Meet with Fellows
Attachments: School Ambassador Fellowship Quick Reference.docx

AMERICAN OVERSIGHT

Andrea Donegan – School Counselor Fellow Dr. Edward G. Dyer Intermediate School Grades 4-6 Burlington, Wisconsin Areas of Expertise: Anti-bullying, School Climate, Attendance, Equity, Rural Education, Counselor Advocacy, Data-driven Decision-making and Career Development Affiliations: Wisconsin School Counseling Association, American School Counseling Association, Wisconsin Nation Board Network, NBCT_EDGE Alliance through National University, National Board for Teaching Standards "I am pursuing the Fellowship with hopes of gaining a detailed understanding of how the Dept. of Education develops priorities, initiatives, and policies. Learning from the expertise of staff about national education issues and gaining insight, knowledge, and resources to take back to my school, district, and state education stakeholders is another goal. As a fellow, I would make a positive and significant impact on education by providing the Department with the voice of students, families, and educators. Collaboratively, we can elevate instructional practices, serve as a resource and lead educational initiatives at all levels." – From Andrea	**Cynthia O'Brien – Teacher Ambassador Fellow** Lincoln Elementary 5th Grade Naperville, Illinois Areas of Expertise: Equity, ESSA State Focus, School Climate, Teacher Professional Development, Teacher Preparation, Flexible Seating, Educational Technology Affiliations: National Education Association, Illinois Education Associations, Teach Plus, ASCD, Council for the Accreditation of Educator Preparation, Phi Delta Kappa "I see opportunities for student success in all circumstances and know that with hard work and determination, all schools can be places where students feel welcomed, can thrive, and be college or career bound. I will bring my experience and eagerness to this fellowship, as well as an open mind that is ready to receive more information on the policy creation process and training on crafting educational laws that set high standards yet give control at the local levels for a best fit." – From Cynthia
Derek Voiles – Teacher Ambassador Fellow Lincoln Heights Middle School Morristown, Tennessee Areas of Expertise: Teacher Professional Development, Professional Learning Communities, Teacher Voice, Advocacy, Educational Leadership, Student Voice Affiliations: State Collaborative on Reforming Education (SCORE), Council of Chief State School Officers, No Kid Hungry "It is my hope that as a classroom teacher learning and working in the policy arena, I will be able to leverage my passion and skill to provide teacher voice in educational work at the national level. Personally, I seek to learn more about the inner workings of national level educational entities, thereby stoking and informing my work as a teacher advocate. " – From Derek	**Erin Roche – Principal Ambassador Fellow** Prescott Magnet Cluster School K-8 Chicago, Illinois Areas of Expertise: Continuous Improvement, Student Centered Learning, Family Engagement, Equity, School Leadership, Assessments Affiliations: Chicago Public Education Fund, Illinois Mathematics and Science Academy, Illinois Balanced Assessment Measures Committee, New Leaders, University of Chicago's Science of Learning Network, National Board for Teaching Standards "I intend to bring a unique perspective to the Department's work, while building expertise that helps me to transform a large, urban school district to a national model. With congruence of central office and school building leadership, we can elevate school change." - From Erin

AMERICAN OVERSIGHT

Jodi Friedman – Assistant Principal Ambassador Fellow STAR Academy-PS 63 Pre K-5th New York City, New York Areas of Expertise: School Climate, Teacher Professional Development, State Assessments, Advocacy, Equity, Teacher Certification, Special Education Affiliations: Teach for America, NYC's Leaders in Education Apprenticeship Program, Relay Graduate School, Educators for Excellence, America Achieves "I am passionate about being an anti-racist school leader who analyzes our practices and policies with a lens of equity, access, and achievement. I hope to bring this lens to the Fellowship as we explore national policy changes. The Fellowship will give me the opportunity to zoom in in order to think about policy and its impact to my school and zoom out to understand the impacts of other schools as well as how my experience can help shape future policies." – From Jodi	**Julie Richardson – Psychologist Ambassador Fellow** Henry Barnard School K-5 Providence, Rhode Island Areas of Expertise: Laboratory Schools, Pre-service Training, School Safety, Social and Emotional Health, Positive Behavioral Interventions, Emergency Planning, Trauma-Informed Learning, Affiliations: National Association of School Psychologists, Rhode Island School Psychology Association, Rhode Island Red Cross "I believe that I have a unique vantage point to contribute to the Fellowship. Working in a laboratory school has exposed me to elementary school practices as well as the important impact of pre-service teacher training at the collegiate level. In addition, my training as a school psychologist and my additional mental health and trauma trainings helps me to understand the value and necessity of mental health services in schools." – From Julie
Michael Horton – Principal Ambassador Fellow Western Center Academy Hemet, California Areas of Expertise: Professional Learning Communities, AVID, STEM, Servant Leadership, Data-driven Storytelling Affiliations: California Science Teachers Association, National Science Teachers Association, National Consortium of Secondary STEM Schools, Planetary Society, American Association for the Advancement of Science "As a teacher, coordinator, county administrator, and assistant principal, I have completed many projects and jobs similar to those required of an Ambassador Fellow. Although I consider myself shy, my superiors, colleagues, and direct reports consider me to be an effective leader, an excellent team player, and a good friend. I believe that it is my work ethic and ability to build relationships that has helped me build this reputation." From Michael	**Oscar Ramos – Teacher Ambassador Fellow** The Presuss School 6-12 San Diego, California Areas of Expertise: Advocacy, First generation College Attendees, Civics, Whole Child, College Counseling, International Education Affiliations: UC San Diego, Harvard Foundation, Center for Research on Educational Equity, Voice of San Diego "My experience in helping my school meet its mission of helping low-income, first-generation students gain acceptance to 4-year universities through access to a rigorous grade 6-12 curriculum and quality college counseling can help inform the Department's work. As an AP US. Government and Politics teacher, this is a unique opportunity for me to work in Washington, DC, for a year and to bring back knowledge of the dynamic between Congress and the organizations that implement federal law, as well as how federal programs interact with state laws and local initiatives." – From Oscar

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 19 Sep 2018 14:39:02 +0000
To: DeVos, Betsy;EDCalendar;Venable, Joshua;Botel, Jason
Subject: Meeting with Jason Botel and Josh Venable

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2018 13:01:20 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Hinton, Anna;Terpak, Kelly;Sathya, Soumya;Galiatsos, Ann Margaret;Feres, Orman
Bcc: WDCFB6-3W336
Subject: Minimizing Errors on Slates

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Bcc: WDCFB6-3W336
Subject: Minimizing Errors on Slates

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 23 Aug 2018 15:43:51 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;McLaughlin, John;Reynolds, Cody;'Matthew Doherty'
Subject: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

AMERICAN OVERSIGHT

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Sent: 23 Aug 2018 15:43:51 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;McLaughlin, John;Reynolds, Cody;'Matthew Doherty'
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Importance: High

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Subject: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 29 Aug 2018 17:46:00 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;McLaughlin, John;Reynolds, Cody;'Matthew Doherty'
Cc: Jasmine Hayes
Subject: Mtg. w/Dept of Education RE: Homelessness Definition

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:38:32 +0000
To: Botel, Jason;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov;Washington, Mark;Keefer, John;Carr, Patrick
Cc: Carney, Timothy;Davis, Caitlin
Subject: Next Step Audit Findings: NH State Chief Edelbut

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Cc: Carney, Timothy;Davis, Caitlin;Carney, Timothy;Davis, Caitlin
Subject: Next Step Audit Findings: NH State Chief Edelbut

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 18 Sep 2018 20:19:27 +0000
To: Mark Washington2;OESE All Users
Subject: OESE All Staff Meeting

Dear Colleagues,

The next OESE All Staff meeting is scheduled for **Wednesday, October 31** from **1:30 – 2:30 pm** in the **LBJ Barnard Auditorium**. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

- **Mediasite** (For those inside ED) -- http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default
- **EDstream** (For those outside of ED) – https://edstream.ed.gov/webcast/Play/a51c95c5630244f09ec6cba8b6fe40c31d

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at: 202-260-1391 or by email at lori.ahmady@ed.gov at least 6 business days prior to the meeting.

Future Meeting Dates. For planning purposes, **tentative dates for *future* OESE All Staff events are on the calendar on the OESE SharePoint portal** at: https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=monthand below.

AMERICAN OVERSIGHT

DATE	TIME	COMMENTS
2018		
Wednesday, October 31	1:30 – 2:30	
Wednesday, November 28	1:30 – 2:30	
Wednesday, December 5	**1:00 – 4:00**	**OESE Difference Makers Awards Ceremony & Holiday Party**
2019		
Wednesday, January 23	1:30 – 2:30	
Wednesday, February 27	1:30 – 2:30	
Wednesday, March 27	1:30 – 2:30	
Wednesday, April 17	1:30 – 2:30	
Wednesday, May 15	1:30 – 2:30	
Wednesday, June 12	1:30 – 2:30	
Wednesday, July 17	1:30 – 2:30	
Wednesday, August 14	1:30 – 2:30	

Mw

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 7 Sep 2018 22:08:32 +0000
To: Eitel, Robert;Botel, Jason;Brogan, Frank;Kissel, Adam
Subject: OESE Regulatory

Follow-up from chats with Frank.

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 7 Sep 2018 22:08:32 +0000
To: Eitel, Robert;Botel, Jason;Brogan, Frank;Kissel, Adam
Subject: OESE Regulatory

Follow-up from chats with Frank.

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 7 Sep 2018 22:08:32 +0000
To: Eitel, Robert;Botel, Jason;Brogan, Frank;Kissel, Adam
Subject: OESE Regulatory

Follow-up from chats with Frank.

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 5 Sep 2018 19:09:27 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason;Hunter, Tina;Rinkus, Christopher
Subject: OESE Senior Leadership Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 18 Sep 2018 17:25:41 +0000
To: Zais, Mitchell;Brogan, Frank;Botel, Jason;Bailey, Nathan;Hill, Elizabeth;Lee, Ebony;Oppenheim, Peter;Muniz, Carlos;Talbert, Kent;Walker, Kathryn
Subject: OIE Audit Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject: OII Director Meeting
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 19:38:44 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

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Bcc: WDCFB6-4W335
Subject: OII Director Meeting
Attachments: Untitled

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Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

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Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 28 Aug 2018 13:10:11 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Call

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 28 Aug 2018 13:10:11 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Call

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 28 Aug 2018 13:10:11 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Call

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 28 Aug 2018 13:10:11 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Call

Participant Dial-In: (202) 395-6392
Participant Code: 391 4386

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 21 Aug 2018 15:18:47 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Michael.Brickman@ed.gov';'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Conference Call

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 4 Sep 2018 14:01:56 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US;Egeland, Sara L. EOP/OVP;Fuller, Clayton M. EOP/OVP
Subject: Opioid Meeting

Hi all,

Please fill out the WAVES link for tomorrow's Opioid Meeting:
https://events.whitehouse.gov/?rid=DFKCK86D79

Thank you,
Cami

Cameron Connor
Office of Cabinet Affairs
The White House
M: (202) 881-9302

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 18:29:41 +0000
To: Botel, Jason;Norris, Elizabeth;Chamberlain, Michael;Ramirez, Lisa;Harris, Sally;Rodriguez, Celeste;Robertson, Elyse;Merriweather, Denisha;Ryan, Sam;Ramirez, Andrea;O'Connor, Patrick
Bcc: WDCFB6-3W336
Subject: Opioid Workgroup: Planning 2019

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 18:29:41 +0000
To: Botel, Jason;Norris, Elizabeth;Chamberlain, Michael;Ramirez, Lisa;Harris, Sally;Rodriguez, Celeste;Robertson, Elyse;Merriweather, Denisha;Ryan, Sam;Ramirez, Andrea;O'Connor, Patrick
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Bcc: WDCFB6-3W336
Subject: Opioid Workgroup: Planning 2019

AMERICAN OVERSIGHT

From: Feres, Orman
Sent: 21 Sep 2018 13:56:20 +0000
To: Feres, Orman;Botel, Jason
Subject: Out of the office: Teach to Lead STEAM Summit

Hi Jason,

I just wanted to give you a head's up that I'll be traveling to San Jose toward the end of next week for the Teach to Lead STEAM summit. I'll be plugged in Thursday morning before I head to the airport and I'll be available via cellphone (202.710.5973 ED or 443.567.1944 personal) if anything comes up and you need to reach me. With that said, I've also designated Mia Howerton as our point person in the office while I'm away. Thanks and feel free to let me know if you have any questions.

Best regards,

Orman

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 20:50:04 +0000
To: Talbert, Kent;Kesner, Paul;Miller, Meredith;Botel, Jason;Wheeler II, Tom
Subject: Pre-meet to ED Feedback w/SS Meeting

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Aug 2018 20:50:04 +0000
To: Talbert, Kent;Kesner, Paul;Miller, Meredith;Botel, Jason;Wheeler II, Tom
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To: Talbert, Kent;Kesner, Paul;Miller, Meredith;Botel, Jason;Wheeler II, Tom
Subject: Pre-meet to ED Feedback w/SS Meeting

AMERICAN OVERSIGHT

From: Petersen, Molly
Sent: 13 Sep 2018 02:40:50 +0000
To: Petersen, Molly;Carter, Denise;Talbert, Kent;Oppenheim, Peter;Botel, Jason;Washington, Mark;Hilsey, Shaina;Coley, Jerine;McCloskey, Amber;Huizinga, Madeleine;Harper, Geoffrey
Subject: Prep session for Hill Reorganization Briefing

Prep session for Hill Reorg briefing – likely won't need the full hour.

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 28 Aug 2018 20:16:37 +0000
To: OESE.RecognizED;Joseph, Denise;Chin, David;Crawford, Ray;Jones Gaston, Treneisha;Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;Chapman-Thaw, Kissy;Ford, Arthur;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard;Cook, Karolyn;Harris, Kristen (OPE);Beth, Brittany;Celestine, Thea;janie.funkhouse@ed.gov;Richards, Jim;Shaheen, Patrick;Costigan, Cara (Contractor);Haider, Madiha;McDonald, Stefanie;Cantos, Ollie;Bloxson, Michelle;Mosley, Kalisha;Williams, Lauren;Scarbrough, Marvida
Cc: connectED
Subject: RecognizED: Essential Oils for cleaning & more
Attachments: RecognizED September 12th flyer.docx, Essential Oils for Cleaning & More.pptx

The RecognizED Series for September 2018
Wednesday, September 12, 2018 12:00-1:00 pm
Topic: Essential Oils for cleaning & more
PRESENTER: **Denise M. Joseph**
Room: LOCATION: Room 1W103(LBJ)
Conference Line: (202) 991-0393 Conference ID:64421007
DISCUSSION: Using essential oils for cleaning and more. Denise will talk about her cleaning routine and why she uses essential oils for cleaning rather than the conventional or traditional cleaners. Denise will share her cleaning formulas and we will discover what else essential oils can be used for.

AMERICAN OVERSIGHT

Participants are encouraged to share their essential oil uses. We will also sample some essential oils.

Join Skype Meeting

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Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 64421007

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

RecognizED Meet-Up

Essential Oils for cleaning & more

Wednesday, September 12, 12:00-1:00 pm

Room: 1W103- TDC (LBJ)

Conference Line: (202) 991-0393 | Conference ID: 64421007

PRESENTER: Denise M. Joseph

DISCUSSION: Using essential oils for cleaning and more. Denise will talk about her cleaning routine and why she uses essential oils for cleaning rather than the conventional or traditional cleaners. Denise will share her cleaning formulas and we will discover what else essential oils can be used for. Participants are encouraged to share their essential oil uses. We will also sample some essential oils.

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All are welcome! **For more information, please contact RecognizED@ed.gov**

Reasonable Accommodations: *If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Denise M. Joseph by phone at (202) 453-6702 or email at RecognizED@ed.gov no later than 5 business days prior to each event date.*

AMERICAN OVERSIGHT

Essential Oils for Cleaning & More

AMERICAN OVERSIGHT

Why clean with Essential Oils?

AMERICAN OVERSIGHT

Why I don’t use traditional cleaners

- AsthmaCoughing and breathing issuesAllergiesSensitivities to products (chlorine, bleach, ammonia)Headaches, watery eyesSafe to useGreat for the environmentReduce the number of products I need/use

AMERICAN OVERSIGHT

Essential Oils are just as Powerful!

AMERICAN OVERSIGHT

My Routine

- Use them in a diffuser to clean the airMake a solution in a spray bottle for: CleaningPlant protectionBug repellentItems to use Water, white vinegar, Dr. Bronner's or Mrs. MeyersSpray for long term cleaning

AMERICAN OVERSIGHT

What essentials oils you use

My favorite oils:EucalyptusLavenderLimeLemonPurify blendTea Tree (Melaleuca)

AMERICAN OVERSIGHT

Some oils you can use…

AMERICAN OVERSIGHT

BEST ESSENTIAL OILS FOR CLEANING

THEINDIANSPOT.COM

LEMONGRASS OIL

Using this lemongrass solution would also keep flies away. You can also use the solution to clean glass tables, and any other glass surfaces.

COCONUT OIL

If you have wooden furniture then coconut oil mixed with a bit of lemon juice can be used to clean and polish the furniture.

CASTOR OIL

Use a touch of castor oil to lubricate moving metal parts, like door hinges and get them working smoothly again.

LEMON OIL

Dissolve stubborn rust on taps and metal surfaces in the house using this oil.

THEINDIANSPOT.COM

LAVENDER OIL

Lavender oil makes a great kitchen and bathroom cleaner. Place 6 drops of lavender oil in a spray bottle filled with white vinegar.

BERGAMOT OIL

To refresh the carpets and furniture, dip a sponge in a quart of warm water to which bergamot oil have been added and use the sponge to just wipe over the couches.

TEA TREE OIL

Use a paper towel soaked with several drops of tea tree essential oil to sanitize and disinfect bathroom fixtures and toilet seats.

ROSEMARY OIL

Make use of the antiseptic and disinfectant nature of rosemary essential oil to eliminate the bacteria and viruses from your home.

AMERICAN OVERSIGHT

For Furniture

AMERICAN OVERSIGHT

Q & A

QuestionsPlease share your usesPlease share your experiences

AMERICAN OVERSIGHT

Resources

- Google oils and best for…My Organic MarketSwansonvitamins.comWhole Foods

AMERICAN OVERSIGHT

Thank You

For more information, to sign up to be on our list serve, to facilitate a session or provide feedback: Email : RecognizED@ed.gov

RecognizED!

Peer to Peer Learning Experiences

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 20 Sep 2018 03:03:59 +0000
To: Washington, Mark;Hilsey, Shaina;Watson, Debbie;Coley, Jerine;Johnston, Michael;Norris, Elizabeth;Curet-Rivera, Luz;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hunter, Tina
Subject: SAVE THE DATE: "The Big Pause" - OESE Fall Cleaning Day

In an effort to prepare for the reorganization and an upcoming records management review conducted by the National Archives, OESE announces ***The Big Pause!*** to occur on Thursday, October 18, 2018. **This will be a day without meetings**, but one filled with focus, fun and food, as we work to purge and organize our documents, our computers and our office spaces. OAS Immediate Office staff and confidential assistants—please begin now to block ALL non-emergency meetings for Frank, Jason, Lisa, Mark and Tina. Please also begin to identify any meetings that we are driving that will need to be rescheduled, and any others where we have been invited but may be rescheduled. We will conduct the major activity for this day beginning during the core hours 9:00 a.m. – 3:00 p.m. We will schedule a follow up meeting to discuss our ideas for operationalizing this event, and then a briefing for Frank will follow. Thanks, mw

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:33 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly;Washington, Mark;Kesner, Paul;Miller, Meredith
Subject: Session 3: Frank Brogan Mock Hearing (Confid)

As you may know, Frank Brogan is scheduled to testify before the Senate HELP committee on **Tuesday, September 25th**. Please note, this information is confidential as it has not been made public. In preparation for the hearing, OLCA is scheduling 2-3 rounds of hearing prep for Frank the week of September 17th. The prep sessions will include various POCs from offices around the Department. During each session, select attendees will pose potential questions the Senate HELP members are likely to ask Frank while others will attend to address and help answer these questions. Please let me know if you have any questions; I will provide more details as we get closer to the prep week.

Thanks,
Gerren

AMERICAN OVERSIGHT

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Sent: 5 Sep 2018 14:57:33 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly;Washington, Mark;Kesner, Paul;Miller, Meredith
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Thanks,
Gerren

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 28 Aug 2018 10:34:07 +0000
To: Ramirez, Lisa;Watson, Debbie;Hilsey, Shaina;Washington, Mark;Botel, Jason;Brogan, Frank
Subject: Sick leave-Lisa

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 28 Aug 2018 10:34:07 +0000
To: Ramirez, Lisa;Watson, Debbie;Hilsey, Shaina;Washington, Mark;Botel, Jason;Brogan, Frank
Subject: Sick leave-Lisa

I will be on sick leave . I am going to try to get in to see a doctor . This cough has gotten worse and I am unable to rest.

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 28 Aug 2018 10:34:07 +0000
To: Ramirez, Lisa;Watson, Debbie;Hilsey, Shaina;Washington, Mark;Botel, Jason;Brogan, Frank
Subject: Sick leave-Lisa

AMERICAN OVERSIGHT

From: Sathya, Soumya
Sent: 27 Aug 2018 21:21:01 +0000
To: Sathya, Soumya;Botel, Jason
Subject: Soumya - leave

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

From: Sathya, Soumya
Sent: 31 Aug 2018 06:08:49 +0000
To: Sathya, Soumya;Botel, Jason
Subject: Soumya - leave

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 Sep 2018 15:18:19 +0000
To: Lee, Ebony;Stump, Scott;Botel, Jason;Morrow, Jean;Bailey, Nathan;Hill, Elizabeth;Broadwater, Sara;Schneider, Mark
Subject: STEM Grants

877-775-8266
PC: 142-8307

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 Sep 2018 15:18:19 +0000
To: Lee, Ebony;Stump, Scott;Botel, Jason;Morrow, Jean;Bailey, Nathan;Hill, Elizabeth;Broadwater, Sara;Schneider, Mark
Subject: STEM Grants

877-775-8266
PC: 142-8307

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 5 Sep 2018 15:21:58 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason (Jason.Botel@ed.gov);Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter (Peter.Oppenheim@ed.gov);Bailey, Nathan (Nathan.Bailey@ed.gov);WDCFB6-7C101;Nations, Kayla;Pena, Alexandra
Subject: Teacher Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2018 13:02:40 +0000
To: Botel, Jason;Cantrell, David;Ramirez, Lisa;Brogan, Frank
Subject: The Decision-making Process on Lifting Conditions on Guam

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2018 13:02:40 +0000
To: Botel, Jason;Cantrell, David;Ramirez, Lisa;Brogan, Frank
Subject: The Decision-making Process on Lifting Conditions on Guam

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Subject: The Decision-making Process on Lifting Conditions on Guam

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 12:49:03 +0000
To: Botel, Jason;Hodgdon, Jane
Subject: Thoughts on OESE Reorg

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 12:49:03 +0000
To: Botel, Jason;Hodgdon, Jane
Subject: Thoughts on OESE Reorg

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2018 12:49:03 +0000
To: Botel, Jason;Hodgdon, Jane
Subject: Thoughts on OESE Reorg

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 30 Aug 2018 18:48:03 +0000
To: Becker, Judith;Brogan, Frank;Rosenfelt, Phil;Koeppel, Dennis;Rigling, Kay;Rooney, Patrick;Siry, Melissa;Ramirez, Lisa;Kesner, Paul;Foy Moss, Rita;Botel, Jason;Miceli, Roberta
Subject: Title VIII of the ESEA, cont'd.

This is a tough group to get together, but it looks like this time works for most of us. I will try to circulate a draft of the "matrix" we discussed this afternoon prior to our discussion.

~ Judy

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 20:54:24 +0000
To: Botel, Jason
Subject: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 20:54:24 +0000
To: Botel, Jason
Subject: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Aug 2018 19:11:47 +0000
To: Botel, Jason
Subject: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 20:54:33 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 20:54:33 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Aug 2018 19:11:52 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 14 Sep 2018 19:57:50 +0000
To: Okahara, Kim;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Galiatsos, Ann Margaret;Ofodile-Carruthers, Nkemjika;Alepohoritis, Yianni;Southwell, Debora
Subject: Use this invite please - OESE Web Redesign Team

All,

Nkemjika is out of the office so please use this invite instead. I will update this invite with final agenda items and final PWS (currently, this is with CAM).

The purpose of this meeting is to provide an update on the PWS; confirm expected timeline for launch; and discuss project team composition (to include OESE Front Office COR Level II) in the near-term and long-term.

Thanks all,
Kim

Join Skype Meeting

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Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 41175443
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 14 Sep 2018 19:57:50 +0000
To: Okahara, Kim;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Galiatsos, Ann Margaret;Ofodile-Carruthers, Nkemjika;Alepohoritis, Yianni;Southwell, Debora
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Kim

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Thanks all,
Kim

AMERICAN OVERSIGHT

From: Reynolds, Cody
Sent: 30 Aug 2018 17:20:58 +0000
To: Reynolds, Cody;Brogan, Frank;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;McHam, Gerren;laura.jennings@doe.virginia.gov;james.lane@doe.virginia.gov
Cc: Hilsey, Shaina;Huizinga, Madeleine
Subject: VA ESSA Plan Call with Superintendent Lane

This call was requested by the Office of Dr. James Lane, the VA Superintendent of Education, to discuss an adjustment to the state's ESSA plan.

Assistant Secretaries Frank Brogan (Office of Elementary and Secondary Education) and Peter Oppenheim (Office of Legislation and Congressional Affairs) will be representing the U.S. Department of Education on the call. Some of their staff, those listed on the invitation, may also attend and assist with the call.

Please let me know if anyone has any questions or concerns. I have added the initial email chain below as additional context for the call.

Thanks, Cody.

The call is in reference to an adjustment to the ESSA plan that needs to be made in the short term. Dr. Lane will only need 10 minutes.

Thanks again,
Laura

Laura Jennings
Office of the Superintendent
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218
laura.jennings@doe.virginia.gov
804.786.5834

On Wed, Aug 29, 2018 at 10:56 AM, Reynolds, Cody <Cody.Reynolds@ed.gov> wrote:
Good Morning, Laura,

I am more than happy to assist with this request. May I inquire about the topic of the call? I know that will be the first question I am asked by Department leadership.

Thanks again for reaching out and I look forward to helping connect the two.

-Cody

Sent from my iPhone

AMERICAN OVERSIGHT

On Aug 29, 2018, at 10:52 AM, Jennings, Laura <laura.jennings@doe.virginia.gov> wrote:

Good morning Cody,

I hope this email finds you well.

Dr. Lane, Virginia Superintendent of Public Instruction, has asked me to schedule a phone call with Secretary DeVos within the next couple of days.

Could you let me know who I will need to contact to schedule this call?

Thanks so much,
Laura

Laura Jennings
Office of the Superintendent
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218
laura.jennings@doe.virginia.gov
804.786.5834

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Aug 2018 14:50:12 +0000
To: Botel, Jason
Subject: Visit Design 39 Campus

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:07:07 +0000
To: Botel, Jason;Robinson, Vicki
Subject: Wedding Bells

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:07:07 +0000
To: Botel, Jason;Robinson, Vicki
Subject: Wedding Bells

AMERICAN OVERSIGHT

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To: Botel, Jason;Robinson, Vicki
Subject: Wedding Bells

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:07:07 +0000
To: Botel, Jason;Robinson, Vicki
Subject: Wedding Bells

AMERICAN OVERSIGHT

From: Merriweather, Denisha
Sent: 21 Sep 2018 16:45:54 +0000
To: Merriweather, Denisha;Brogan, Frank;Botel, Jason;Ryan, Sam;Pitta, Jacquelyn;Robertson, Elyse;Chamberlain, Michael;Harris, Sally;Ramirez, Andrea;Rodriguez, Celeste;Ramirez, Lisa
Subject: Youth Listening Session on Opioid Prevention and Recovery
Attachments: Questions_Youth Listening Session on Opioid Prevention and Recovery.docx

In an effort to utilize youth perspectives to help educate students, families and educators about the dangers of opioid misuse and about ways to prevent and overcome opioid addiction, ED would like to invite you to recommend a student for ED's Youth Listening Session on Opioid Prevention and Recovery.

Youth will provide experiential and/or anecdotal feedback regarding the personal, familial or communal impact opioids have had on their educational attainment. And, provide feedback regarding their work to address and prevent the impact opioids have had among their peers. Our scholar's stories - past and present – are the best way to understand the challenges students face during their education journey.

The goal of the session is to identify and disseminate promising strategies and practices to assist decision-makers, particularly at the state, local and community levels, to plan, implement and participate in effective programs for students, especially those who are at-risk of experimentation and misuse of opioids.

SAMHSA has kindly reviewed and revised our questions for our session. Please review the questions. We ask that the group only ask questions from the approved list of questions. A trauma expert will also join us. If you would like to add a question(s), please email them to me at Denisha.Merriweather@ed.gov.

Questions for Youth

Agenda

Forthcoming

AMERICAN OVERSIGHT

Youth Listening Session on Opioid Prevention and Recovery Questions

These are questions likely to be asked during the listening session.

Personal Experience

- Could you tell me about your story with substances? How did this happen?
- What has been challenging throughout your journey?
- What are your triggers?
- What personal strengths do/did you draw upon during your time struggle with addiction?
- Based on your experience, what is the most important thing affecting youths who are struggling with addiction?
- How are/were your needs different from the needs of other youths with an addiction?
- How are/were your needs different from the needs of other youths without a drug addiction?
- What are your biggest worries/concerns?
- What is the most important thing you would say to someone who is at-risk of opioid misuse?

Services

- What services (i.e., programs, supports) did you draw upon and what helped you the most (e.g., after-school programs, boys and girls club, or other youth development programs, employment opportunities)?
- What services (i.e., programs, supports) do you wish had been available to you?
- Who was helpful to you and how did they help you (e.g., employer, mentor, relative, family friend; helping with coping, transportation, listening, resources (financial and other)?
- Did people try to help you through the recovery process?

Education

- Were your academics, social life, work, etc. challenged due to opioids? If so, how?
- Were your teachers or school staff aware of your situation? If so, how did they find out?
- How was school for you during the time of your addiction? What support did teachers or school staffs provide or not provide?
- Did you suffer infractions at school due to your opioid misuse?
- What is the most important thing you would say to school officials to better address the needs of students with addictions?

Conclusion

- If you could make one policy change that would have helped you what would it be?
- What message would you like to leave for others who will hear your story?
- What didn't we ask you that we should have? Or, what should be added to this conversation?

AMERICAN OVERSIGHT

Youth Listening Session on Opioid Prevention and Recovery Questions

These are questions likely to be asked during the listening session.

Familial Experience

- Can you paint a picture of your family?
- Who in your family suffers from drug misuse?
- How did you find out about your family member's addiction?
- Has that person been supported by your immediate or extended family?
- Did your family member's addiction impact your living situation? Were you ever homeless, in foster care, kinship care, etc.?
- Do you find that your family member had the skills and knowledge to help address their addiction?
- What personal strengths do/did you draw upon during your family member's addiction?
- Based on your experience, what is the most important thing affecting youths with a family member who is addicted to opioids?
- How are/were your needs different from the needs of other youths?
- What are your biggest worries/concerns?
- What is the most important thing you would say to someone who has a family member addicted to opioids?

Services

- What services (i.e., programs, supports) did you draw upon and what helped you the most (e.g., after-school programs, boys and girls club, or other youth development program, employment opportunities)?
- Were you ever afraid or embarrassed to ask for help?
- What services (i.e., programs, supports) do you wish had been available to you?
- Did you have access to healthcare professionals and/or mental health professionals?
- Who was helpful to you and how did they help you (e.g., employer, mentor, relative, family friend; helping with coping, transportation, listening, resources (financial and other)?

Education

- Were your academics, social life, work, etc. challenged due to opioids? If so, how?
- Were your teachers or school staff aware of your situation? If so, how did they find out?
- How was school for you during the time of your family member's addiction? What support or lack of support did teachers or school staff provide?
- Did you suffer infractions at school due to your situation?
- What is the most important thing you would say to school officials to better address the needs of students with family members having addictions?

Conclusion

- If you could make one policy change that would have helped you what would it be?
- What message would you like to leave for others who will hear your story?
- What didn't we ask you that we should have? Or, what should be added to this conversation?

AMERICAN OVERSIGHT

Youth Listening Session on Opioid Prevention and Recovery Questions

These are questions likely to be asked during the listening session.

Communal Experience

- Can you paint a picture of your community/neighborhood?
- What is the attitude towards opioids in your community?
- Based on your experience, what is the most important thing affecting youths with a family member who is addicted to opioids?
- How are/were your needs different from the needs of other youths?
- What are your biggest worries/concerns?
- What is the most important thing you would say to someone who has opioids present in their community?

Services

- What services (i.e., programs, supports) did you draw upon and what helped you the most (e.g., after-school programs, boys and girls club, faith institution, or other youth development program, employment opportunities)?
- Were you ever afraid to play outside?
- What services (i.e., programs, supports) do you wish had been available in your community?
- Did you have access to healthcare professionals and/or mental health professionals?
- Who was helpful to you and how did they help you (e.g., employer, mentor, relative, family friend, faith leader; helping with coping, transportation, listening, resources- financial and other)?

Education

- Were your academics, social life, work, etc. challenged due to opioids? If so, how?
- Were your teachers or school staff aware of your situation? If so, how did they find out?
- How was school for you during that time? What support or lack of support did teachers or school staff provide?
- Did you find solace at school?
- What is the most important thing you would say to school officials to better address the needs of students?

Conclusion

- If you could make one policy change that would have helped you what would it be?
- What message would you like to leave for others who will hear your story?
- What didn't we ask you that we should have? Or, what should be added to this conversation?

Other:

Peer to Peer prevention

- How have you worked to support your peers?
- Are there formal or informal groups that you have joined to address the opioid crisis?
- What are some aspects of a peer prevention program that you have developed?
- What practices would you share with students, teachers, community leaders, etc.?

AMERICAN OVERSIGHT

From: Galiatsos, Ann Margaret
Sent: 17 Aug 2018 12:46:26 +0000
To: Galiatsos, Ann Margaret;Botel, Jason
Subject: Ann Margaret on leave

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
Sent: 16 Aug 2018 20:09:23 +0000
To: Simmons, Lee (Dougie);Brogan, Frank;Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Jones, Diane;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Broadwater, Sara
Subject: Back to School Surrogates

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
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To: Simmons, Lee (Dougie);Brogan, Frank;Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Jones, Diane;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Broadwater, Sara
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Subject: Back to School Surrogates

AMERICAN OVERSIGHT

From: Gray, Jason
Sent: 16 Aug 2018 21:19:55 +0000
To: Gray, Jason;Botel, Jason;Kim, Ann
Subject: Call: CRDC State Files

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 16 Aug 2018 15:30:30 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Post, Aubrey
Subject: Call w/ Pam Stewart

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From: Brogan, Frank
Sent: 16 Aug 2018 15:30:30 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Post, Aubrey
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Subject: Canceled: Back to School Surrogates
Importance: High

Dial: 866-613-0463
PC: 899-7491

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
Sent: 16 Aug 2018 20:09:23 +0000
To: Simmons, Lee (Dougie);Brogan, Frank;Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Jones, Diane;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Broadwater, Sara
Subject: Canceled: Back to School Surrogates
Importance: High

AMERICAN OVERSIGHT

From: Gray, Jason
Sent: 16 Aug 2018 21:19:55 +0000
To: Gray, Jason;Botel, Jason;Kim, Ann
Cc: Marcus, Kenneth;Norris, Elizabeth;Blew. Jim
Subject: Canceled: Call: CRDC State Files
Importance: High

AMERICAN OVERSIGHT

From: Gray, Jason
Sent: 16 Aug 2018 21:19:55 +0000
To: Gray, Jason;Botel, Jason;Kim, Ann
Cc: Marcus, Kenneth;Norris, Elizabeth;Blew, Jim
Subject: Canceled: Call: CRDC State Files
Importance: High

→

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 36901862
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Cc: Zevin, Sarah (Sarah.Zevin@ed.gov)
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

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Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Aug 2018 19:00:45 +0000
To: Brogan, Frank;Grove, Benjamin R.;Botel, Jason;Wooten, Michael;Ramirez, Lisa;Rinkus, Christopher;Terpak, Kelly;Feres, Orman;Goetz, Braden;Henschel, Gregory
Subject: First Robotics

AMERICAN OVERSIGHT

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Sent: 17 Aug 2018 19:00:45 +0000
To: Brogan, Frank;Grove, Benjamin R.;Botel, Jason;Wooten, Michael;Ramirez, Lisa;Rinkus, Christopher;Terpak, Kelly;Feres, Orman;Goetz, Braden;Henschel, Gregory
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Subject: First Robotics

https://www.firstinspires.org

AMERICAN OVERSIGHT

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Sent: 17 Aug 2018 19:00:45 +0000
To: Brogan, Frank;Grove, Benjamin R.;Botel, Jason;Wooten, Michael;Ramirez, Lisa;Rinkus, Christopher;Terpak, Kelly;Feres, Orman;Goetz, Braden;Henschel, Gregory
Subject: First Robotics

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 17 Aug 2018 14:56:43 +0000
To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: FL Plan Meeting Update

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 17 Aug 2018 14:56:43 +0000
To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: FL Plan Meeting Update

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 17 Aug 2018 14:56:43 +0000
To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: FL Plan Meeting Update

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 17 Aug 2018 16:58:24 +0000
To: Dowling, Maureen;Blew, Jim
Cc: Botel, Jason;Hilsey, Shaina;Malico, Melinda
Subject: FW: Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 17 Aug 2018 16:58:24 +0000
To: Dowling, Maureen;Blew, Jim
Cc: Botel, Jason;Hilsey, Shaina;Malico, Melinda
Subject: FW: Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 17 Aug 2018 11:57:32 +0000
To: Terpak, Kelly;Botel, Jason;Alepohoritis, Yianni;James, Edward;Lekander, Brian;Montanti, Irene;Reed, Folake;Southwell, Debora;Fong, Michael
Subject: FW: EIP Team Meeting

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 17 Aug 2018 11:57:32 +0000
To: Terpak, Kelly;Botel, Jason;Alepohoritis, Yianni;James, Edward;Lekander, Brian;Montanti, Irene;Reed, Folake;Southwell, Debora;Fong, Michael
Subject: FW: EIP Team Meeting

-----Original Appointment-----
From: Terpak, Kelly
Sent: Thursday, February 23, 2017 8:59 AM
To: Terpak, Kelly; Alepohoritis, Yianni; James, Edward; Lekander, Brian; Montanti, Irene; Reed, Folake; Southwell, Debora; Fong, Michael
Subject: EIP Team Meeting
When: Tuesday, August 28, 2018 1:00 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: OII Conference Room

AMERICAN OVERSIGHT

From: Terpak, Kelly
Sent: 17 Aug 2018 11:57:32 +0000
To: Terpak, Kelly;Botel, Jason;Alepohoritis, Yianni;James, Edward;Lekander, Brian;Montanti, Irene;Reed, Folake;Southwell, Debora;Fong, Michael
Subject: FW: EIP Team Meeting

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 16 Aug 2018 19:54:16 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Michael.Brickman@ed.gov';'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Conference Call
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 19:46:59 +0000
Subject:

Participant Dial-In: (202) 395-6392
Participant Code: 883 9529

All,

The opioid conference call will occur **every Thursday at 5 PM**. Please submit agenda items by 3 PM every Thursday. The call-in information will be sent out prior to the call.

Thank you,

Cami

Cameron Connor

Office of Cabinet Affairs

The White House

M: (202) 881-9302

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 16 Aug 2018 19:54:16 +0000
To: Connor, Cameron M. EOP/WHO;McGinley, William J. EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;McBride, Emily J. EOP/WHO;Rinat, Ory S. EOP/WHO;Flynn, Matthew J. EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;Magyarits, Caroline S. EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, Mercedes V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;Gast, Scott F. EOP/WHO;Wellner, Kathryn M. EOP/OVP;Greenwood, Daniel Q. EOP/WHO;'Barsa, John';Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, Catharine D. EOP/WHO;Hudson, Renee R. EOP/WHO;Passantino, Stefan C. EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';Gidley, Hogan H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);Paranzino, Anthony M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';Nasim, Laura F. EOP/WHO;Lyons, Derek S. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;'Michael.Brickman@ed.gov';'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Conference Call

AMERICAN OVERSIGHT

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Subject: Opioid Conference Call
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 19:46:59 +0000
Subject:

Participant Dial-In: (202) 395-6392
Participant Code: 883 9529

All,

The opioid conference call will occur **every Thursday at 5 PM**. Please submit agenda items by 3 PM every Thursday. The call-in information will be sent out prior to the call.

Thank you,

Cami

Cameron Connor

Office of Cabinet Affairs

The White House

M: (202) 881-9302

AMERICAN OVERSIGHT

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Sent: 16 Aug 2018 19:54:16 +0000
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Subject: Opioid Conference Call

All,

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Thank you,
Cami

Cameron Connor
Office of Cabinet Affairs
The White House

AMERICAN OVERSIGHT

M: (202) 881-9302

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 Aug 2018 14:48:34 +0000
To: Botel, Jason;estone@e4e.org;Sara Pascual
Subject: Phone Call: Evan Stone & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 Aug 2018 14:48:34 +0000
To: Botel, Jason;estone@e4e.org;Sara Pascual
Subject: Phone Call: Evan Stone & Jason Botel

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Subject: Phone Call: Evan Stone & Jason Botel

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 20 Aug 2018 15:12:50 +0000
To: Zais, Mitchell;Kesner, Paul;Sullivan, Madeline;Botel, Jason;Ramirez, Lisa;Miller, Meredith;Talbert, Kent;McHugh, Erin;Battle, Sandra;Briggs, Ashley;Conaty, Joe;Crawford, Ray;Wheeler II, Tom
Subject: REMS Technical Assistance Center Briefing

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 20 Aug 2018 15:12:50 +0000
To: Zais, Mitchell;Kesner, Paul;Sullivan, Madeline;Botel, Jason;Ramirez, Lisa;Miller, Meredith;Talbert, Kent;McHugh, Erin;Battle, Sandra;Briggs, Ashley;Conaty, Joe;Crawford, Ray;Wheeler II, Tom
Subject: REMS Technical Assistance Center Briefing

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 15 Aug 2018 17:05:06 +0000
To: Washington, Mark;OESE All Users
Subject: All Staff - Materials

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 21:03:54 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: Call: Pam Stewart

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 21:03:54 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Pam Stewart

Call: Pam Stewart (850)-228-8044

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 21:03:54 +0000
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Subject: Call: Pam Stewart

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 16 Aug 2018 15:30:30 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Post, Aubrey
Subject: Call w/ Pam Stewart

AMERICAN OVERSIGHT

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Sent: 16 Aug 2018 15:30:30 +0000
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To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Post, Aubrey
Subject: Call w/ Pam Stewart

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 15 Aug 2018 20:18:23 +0000
To: Talbert, Kent;Eitel, Robert;Lee, Ebony;Miller, Meredith;Conaty, Joe;Blew, Jim;Kean, Larry;Cordes, Bill;Jones, Diane;Kissel, Adam;Bailey, Nathan;Hill, Elizabeth;Reynolds, Cody;Oppenheim, Peter;Dixon, Doris;Brogan, Frank;Botel, Jason;Kesner, Paul;Muniz, Carlos;Rosenfelt, Phil;Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Anderson, Margo;Robinson, Mark;Zais, Mitchell;Dowling, Maureen;Ramakis, Jessica;Ramirez, Lisa;Rinkus, Christopher;Lustig, Amy;Lanauze, Milagros;Stader, Jim
Subject: Canceled: Hurricane Coordination Meeting
Importance: High

Continuing to discuss Homeless Program.

Conference Line: 866-842-8994
PC: 1621415

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 15 Aug 2018 20:18:23 +0000
To: Talbert, Kent;Eitel, Robert;Lee, Ebony;Miller, Meredith;Conaty, Joe;Blew, Jim;Kean, Larry;Cordes, Bill;Jones, Diane;Kissel, Adam;Bailey, Nathan;Hill, Elizabeth;Reynolds, Cody;Oppenheim, Peter;Dixon, Doris;Brogan, Frank;Botel, Jason;Kesner, Paul;Muniz, Carlos;Rosenfelt, Phil;Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Anderson, Margo;Robinson, Mark;Zais, Mitchell;Dowling, Maureen;Ramakis, Jessica;Ramirez, Lisa;Rinkus, Christopher;Lustig, Amy;Lanauze, Milagros;Stader, Jim
Subject: Canceled: Hurricane Coordination Meeting
Importance: High

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 15 Aug 2018 17:32:59 +0000
To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: FL Plan Meeting

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 15 Aug 2018 17:32:59 +0000
To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: FL Plan Meeting

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 15 Aug 2018 20:10:21 +0000
To: Venable, Joshua;Botel, Jason;Brogan, Frank
Subject: Grant Slate Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:20:00 +0000
To: Botel, Jason
Subject: HOLD: CSP Meeting

Hope you're doing well. Jason mentioned wanting to attend a CSP meeting in the near future. He's out next week, and we have a number of people who will be out on our team the following week. Does he have a half-hour on either Wednesday, September 5th or Thursday, September 6th? If you give me options that work for him, I can look at our team's schedules and we can get something on his calendar.

Thank you!
Soumya

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:20:20 +0000
To: Botel, Jason
Subject: HOLD: CSP Meeting

Hi Shaina,

Hope you're doing well. Jason mentioned wanting to attend a CSP meeting in the near future. He's out next week, and we have a number of people who will be out on our team the following week. Does he have a half-hour on either Wednesday, September 5th or Thursday, September 6th? If you give me options that work for him, I can look at our team's schedules and we can get something on his calendar.

Thank you!
Soumya

AMERICAN OVERSIGHT

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To: Venable, Joshua;Brogan, Frank;Botel, Jason;Muniz, Carlos;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter
Subject: HOLD: FL Plan Meeting

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 15 Aug 2018 20:10:21 +0000
To: Venable, Joshua;Botel, Jason;Brogan, Frank
Subject: HOLD: Grant Slate Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2018 14:33:15 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Cc: Dyson, Geraldine;Ahmad, Shavonney;Turner, Dramon;Plight, Andrea;Riggans, Charlene;Knight, Phyllis
Subject: HOLD: OII's Executive Officer Staff

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2018 14:33:15 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Cc: Dyson, Geraldine;Ahmad, Shavonney;Turner, Dramon;Plight, Andrea;Riggans, Charlene;Knight, Phyllis
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Subject: Hurricane Coordination Meeting

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Subject: Hurricane Coordination Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 23:30:32 +0000
To: Botel, Jason
Subject: jason personal call?

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:25:34 +0000
To: Botel, Jason;Ross, Chareese
Subject: Meet:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:25:34 +0000
To: Botel, Jason;Ross, Chareese
Subject: Meet:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:25:34 +0000
To: Botel, Jason;Ross, Chareese
Subject: Meet:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:43:48 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Meet: Back to School

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
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Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:25:34 +0000
To: Botel, Jason;Ross, Chareese
Subject: Meet:

AMERICAN OVERSIGHT

From: Petracca, Ronald
Sent: 15 Aug 2018 16:18:26 +0000
To: Petracca, Ronald;Botel, Jason;Webster, Douglas;Alepohoritis, Yianni
Subject: North Carolina New School Briefing

AMERICAN OVERSIGHT

From: Petracca, Ronald
Sent: 15 Aug 2018 16:18:26 +0000
To: Petracca, Ronald;Webster, Douglas;Botel, Jason;Alepohoritis, Yianni
Subject: North Carolina New School Briefing

AMERICAN OVERSIGHT

From: Petracca, Ronald
Sent: 15 Aug 2018 16:18:26 +0000
To: Petracca, Ronald;Botel, Jason;Webster, Douglas;Alepohoritis, Yianni
Subject: North Carolina New School Briefing

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 21:08:12 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: OESE FL Call Premeet

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 98514520
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

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Subject: OESE FL Call Premeet

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Sent: 15 Aug 2018 21:08:12 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: OESE FL Call Premeet

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2018 12:53:25 +0000
To: Botel, Jason;Rosenfelt, Phil;Norris, Elizabeth
Subject: Renaissance Schools

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2018 12:55:33 +0000
To: Botel, Jason;Rooney, Patrick;Norris, Elizabeth
Cc: Clark, Jane
Subject: Report Card Hackathon

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2018 12:55:33 +0000
To: Botel, Jason;Rooney, Patrick;Norris, Elizabeth
Cc: Clark, Jane
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Cc: Clark, Jane
Subject: Report Card Hackathon

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 12:50:04 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark
Subject: All- Staff Discussion

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 19:17:44 +0000
To: Botel, Jason;Hinton, Anna
Subject: Anna / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 19:17:44 +0000
To: Botel, Jason;Hinton, Anna
Subject: Anna / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 19:17:44 +0000
To: Botel, Jason;Hinton, Anna
Subject: Anna / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 19:17:44 +0000
To: Botel, Jason;Hinton, Anna
Subject: Anna / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 19:45:19 +0000
To: Ramirez, Lisa;Kesner, Paul;Robertson, Elyse;Reynolds, Cody
Subject: Brief: Mtg. W/ Dept of Education Re; Homelessness Definition

AMERICAN OVERSIGHT

From: Botel, Jason
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+12029910393 (Dial-in Number) English (United States)

Find a local number

Conference ID: 43516596
Forgot your dial-in PIN? | Help

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Sent: 14 Aug 2018 19:45:19 +0000
To: Ramirez, Lisa;Kesner, Paul;Robertson, Elyse;Reynolds, Cody
Subject: Brief: Mtg. W/ Dept of Education Re; Homelessness Definition

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 19:45:19 +0000
To: Botel, Jason;Ramirez, Lisa;Reynolds, Cody;Robertson, Elyse
Subject: Brief: Mtg. W/ Dept of Education Re; Homelessness Definition

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 19:45:19 +0000
To: Botel, Jason;Ramirez, Lisa;Reynolds, Cody;Botel, Jason;Robertson, Elyse
Subject: Brief: Mtg. W/ Dept of Education Re; Homelessness Definition

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Sent: 14 Aug 2018 19:45:19 +0000
To: Ramirez, Lisa;Kesner, Paul;Robertson, Elyse;Reynolds, Cody
Subject: Brief: Mtg. W/ Dept of Education Re; Homelessness Definition

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 14 Aug 2018 14:12:22 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Comissioner Stewart

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 14 Aug 2018 14:12:22 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Comissioner Stewart

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 14 Aug 2018 14:12:22 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Comissioner Stewart

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 14 Aug 2018 14:12:22 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Comissioner Stewart

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 14 Aug 2018 14:12:22 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call: Comissioner Stewart

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 16:32:19 +0000
To: Botel, Jason;Steel, Jake D. EOP/WHO
Subject: Call: Discuss NACIE and WHIAIANE

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 16:32:19 +0000
To: Botel, Jason;Steel, Jake D. EOP/WHO
Subject: Call: Discuss NACIE and WHIAIANE

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Sent: 14 Aug 2018 16:32:19 +0000
To: Botel, Jason;Steel, Jake D. EOP/WHO
Subject: Call: Discuss NACIE and WHIAIANE

AMERICAN OVERSIGHT

From: Hill, Elizabeth
Sent: 9 Aug 2018 21:49:43 +0000
To: Hill, Elizabeth;Botel, Jason;Bailey, Nathan
Subject: Call with Caitlin Emma & Jason Botel

AMERICAN OVERSIGHT

From: Hill, Elizabeth
Sent: 9 Aug 2018 21:49:43 +0000
To: Hill, Elizabeth;Botel, Jason;Bailey, Nathan
Subject: Call with Caitlin Emma & Jason Botel

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To: Hill, Elizabeth;Botel, Jason;Bailey, Nathan
Subject: Call with Caitlin Emma & Jason Botel

AMERICAN OVERSIGHT

From: Hill, Elizabeth
Sent: 9 Aug 2018 21:49:43 +0000
To: Hill, Elizabeth;Botel, Jason;Bailey, Nathan
Subject: Call with Caitlin Emma & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:36:13 +0000
To: Botel, Jason;Ramirez, Lisa;Cordes, Bill;Rosenfelt, Phil;Cantrell, David;Okahara, Kim;Smith, Jamila (Jamila.Smith@ed.gov);Botel, Jason
Bcc: WDCFB6-3W336
Subject: Call with Josh Barnes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:36:13 +0000
To: Botel, Jason;Ramirez, Lisa;Cordes, Bill;Rosenfelt, Phil;Cantrell, David;Okahara, Kim;Smith, Jamila (Jamila.Smith@ed.gov)
Bcc: WDCFB6-3W336
Subject: Call with Josh Barnes

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Bcc: WDCFB6-3W336
Subject: Call with Josh Barnes

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:43:48 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Canceled: Meet: Back to School
Importance: High

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:43:48 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Canceled: Meet: Back to School
Importance: High

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 9 Aug 2018 20:42:13 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa
Subject: Canceled: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

Cancel per Jemine

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 9 Aug 2018 20:42:13 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa
Subject: Canceled: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

AMERICAN OVERSIGHT

From: Dyson, Geraldine
Sent: 13 Aug 2018 13:47:36 +0000
To: Dyson, Geraldine;OII All Users;Fong, Michael;Harris, Terry;Higgins, Charles;Tanifum, Bryan (Contractor);Chang, Winston (Contractor)
Cc: Zevin, Sarah;Huber, Amy;Dennis, Franka;Feres, Orman;Kress, Richard;Searles, Patricia;Edwards, Louis;Nash, Elson;Tuia, Justis;Plight, Andrea;Moat, Eddie;Jones, Gary;Howerton, Mia;Melendez, Margarita;Galiatsos, Ann Margaret;Alepohoritis, Yianni;Armstrong, Michelle;Kilby-Robb, Patricia;Lekander, Brian;Gardner, Ashley;Turner, Dramon;Anderson, Margo;Carter, Bonnie;Botel, Jason
Subject: CHANGE OF DATE/TIME for OII Next All-Staff Meeting

AMERICAN OVERSIGHT

From: Dyson, Geraldine
Sent: 13 Aug 2018 13:47:36 +0000
To: Dyson, Geraldine;OII All Users;Fong, Michael;Harris, Terry;Higgins, Charles;Tanifum, Bryan (Contractor);Chang, Winston (Contractor)
Cc: Zevin, Sarah;Huber, Amy;Dennis, Franka;Feres, Orman;Kress, Richard;Searles, Patricia;Edwards, Louis;Nash, Elson;Tuia, Justis;Plight, Andrea;Moat, Eddie;Jones, Gary;Howerton, Mia;Melendez, Margarita;Galiatsos, Ann Margaret;Alepohoritis, Yianni;Armstrong, Michelle;Kilby-Robb, Patricia;Lekander, Brian;Gardner, Ashley;Turner, Dramon;Anderson, Margo;Carter, Bonnie;Botel, Jason
Subject: CHANGE OF DATE/TIME for OII Next All-Staff Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 15:19:20 +0000
To: Botel, Jason;mamoyaw@thirdway.org
Subject: Coffee

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 15:19:20 +0000
To: Botel, Jason;mamoyaw@thirdway.org
Subject: Coffee

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2018 11:05:57 +0000
To: Washington, Mark;Botel, Jason
Subject: Discuss QPR Prep

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2018 11:05:57 +0000
To: Washington, Mark;Botel, Jason
Subject: Discuss QPR Prep

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Subject: Discuss QPR Prep

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Sent: 14 Aug 2018 11:05:57 +0000
To: Washington, Mark;Botel, Jason
Subject: Discuss QPR Prep

***Meeting moved to 1:45pm – 2pm** (*Jason will be on a call w/Frank @1:30pm to 1:45pm*)

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2018 11:05:57 +0000
To: Washington, Mark;Botel, Jason
Subject: Discuss QPR Prep

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2018 11:05:57 +0000
To: Washington, Mark;Botel, Jason
Subject: Discuss QPR Prep

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica
Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica
Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

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From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Mabrey, Jack;Blew, Jim;Ramakis, Jessica
Cc: Miller, Meredith;Norris, Elizabeth
Subject: ESSA State Report Card Hackathon Briefing

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica;Mabrey, Jack;Blew, Jim
Cc: Miller, Meredith;Norris, Elizabeth
Subject: ESSA State Report Card Hackathon Briefing

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To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica;Mabrey, Jack;Blew, Jim
Cc: Miller, Meredith;Norris, Elizabeth
Subject: ESSA State Report Card Hackathon Briefing

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Cc: Miller, Meredith;Norris, Elizabeth
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Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica
Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

AMERICAN OVERSIGHT

From: Parker, Chad - RD, Washington, DC
Sent: 14 Aug 2018 17:35:05 +0000
To: Parker, Chad - RD, Washington, DC;'Kipp.kranbuhl@treasury.gov';Cantrell, David;'Robert.h.kurtz@hud.gov';Leverrier, Laurel - RD, Washington, DC;Braga, Katherine - OSEC;Thompson, Kevin - ETA;'Ralph.h.gaines@hud.gov';'tmorris@hrsa.gov';'lee_dickinson@nps.gov';'Blake-Coleman.Wendy@epa.gov';Botel, Jason;'Benjamin_J._Page@omb.eop.gov';'sfusilie@blm.gov';'mdefalco@arc.gov';'Kathleen.l.kraninger@omb.eop.gov';'donovana@cdfi.treas.gov';'Leah.V.Levell@hud.gov';'Nora_Stein@omb.eop.gov';'Pramesh.Jobanputra@fcc.gov';'k15montg@blm.gov';'nweiss@imls.gov';'Matthew.Stevens@sba.gov';'jneal@imls.gov';'Fahey, Meredith (US - Arlington)';'Thomas.Klobucar@va.gov';'Paul.B.Fulcher@hud.gov';'Hanson, Karen';'stuart_ott@ios.doi.gov';Kinkoph, Douglas;Miller, Jannine - RD, Washington, DC;'cfeerick@arc.gov';Miller, Jason Robert (US - Arlington);'Kate_macgregor@ios.doi.gov';'star.wilbraham@sba.gov';'Watson.Laura.P@dol.gov';'Barry.Wides@occ.treas.gov';Trettin, Sara;Whitaker, Heather;'Ahlstrand.Amanda@dol.gov';'jkalish@blm.gov';'rdale@imls.gov';'tnandago@nsf.gov';'Karen.Bellesi@occ.treas.gov';'navanee.manickam@hq.dhs.gov'
Cc: Sufian, Aviva (US - Arlington);Premaza, Victoria S. EOP/OMB;Bourne, Christopher M;Smith, Darrell (OEC);Gibbs, John;Michael Janson;Kirk Burgee;Mixon, Edward;'Brian Henson';Thomas Shull;Manzanero, Natassja (HRSA);Awe, Opeyemi (US - Arlington);Kubena, Kellie - RD, Washington, DC;Lynott, Doug (Federal);Hagan, Michael B. EOP/OMB;katharine_macgregor@ios.doi.gov;Resendez, Gilbert - Intern;Roddy, Carolyn - RD, Washington, DC;Charlotte Whitacre
Subject: Federal Funding Working Group Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Aug 2018 19:54:06 +0000
To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta;Oppenheim, Peter
Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: FL Next Steps

AMERICAN OVERSIGHT

From: Gardner, Ashley
Sent: 13 Aug 2018 13:46:08 +0000
To: Gardner, Ashley;Botel, Jason;Allen, Pamela;Armstrong, Michelle;Dennis, Franka;Dyson, Geraldine;Edwards, Louis;Edwards, Veronica;Geddes, Claire;Guitard, James;Hankerson, Leslie;Hawkins, Adrienne;Jackson, Helen;Johnson, Tylor-Maria;Jones, Clifton;Kilby-Robb, Patricia;Kress, Richard;Lekander, Brian;McBride, Asheley;McClain, Tiffany;Meeley, Kathryn;Melendez, Margarita;Montanti, Irene;Morrisey, Jenay;Reed, Folake;Richardson, Venitia;Riggans, Charlene;Robinson, Vicki;Sanchez, Kristy;Sathya, Soumya;Southwell, Debora;Stewart, Tyra;Thompson, Brian;Todd, Jennifer;Plight, Andrea;Jones, Gary;Tuia, Justis;Wilson, Richard;Zevin, Sarah;Huber, Amy;Dorsey Hargrove, Karen;Ford, Cheryl;Knight, Phyllis;Galiatsos, Ann Margaret;Feres, Orman;Ahmad, Shavonney;Blew, James;Moat, Eddie;Dowling, Maureen;Hinton, Anna;James, Edward;McKenzie, Lakesha;Turner, Dramon;Howerton, Mia;Hodgdon, Jane;Neseth, Hans;Nash, Elson;Binder, Isadora;Alepohoritis, Yianni;Terpak, Kelly
Subject: FW: Rescheduled: 4th and Final OII BBQ - TICKETS ON SALE from July 30th - August 10th

Hi Jason,

Here is information about the OII BBQ. Ashley Gardner, from the Charter Schools Program, is the point of contact for the BBQ.

Thank you.
Ann Margaret

-----Original Appointment-----
From: Gardner, Ashley
Sent: Wednesday, July 11, 2018 2:48 PM
To: Gardner, Ashley; Allen, Pamela; Armstrong, Michelle; Dennis, Franka; Dyson, Geraldine; Edwards, Louis; Edwards, Veronica; Geddes, Claire; Guitard, James; Hankerson, Leslie; Hawkins, Adrienne; Jackson, Helen; Johnson, Tylor-Maria; Jones, Clifton; Kilby-Robb, Patricia; Kress, Richard; Lekander, Brian; McBride, Asheley; McClain, Tiffany; Meeley, Kathryn; Melendez, Margarita; Montanti, Irene; Morrisey, Jenay; Reed, Folake; Richardson, Venitia; Riggans, Charlene; Robinson, Vicki; Sanchez, Kristy; Sathya, Soumya; Southwell, Debora; Stewart, Tyra; Thompson, Brian; Todd, Jennifer; Plight, Andrea; Jones, Gary; Tuia, Justis; Wilson, Richard; Zevin, Sarah; Huber, Amy; Dorsey Hargrove, Karen; Ford, Cheryl; Knight, Phyllis; Galiatsos, Ann Margaret; Feres, Orman; Ahmad, Shavonney; Blew, James; Moat, Eddie; Dowling, Maureen; Hinton, Anna; James, Edward; McKenzie, Lakesha; Turner, Dramon; Howerton, Mia; Hodgdon, Jane; Neseth, Hans; Nash, Elson; Binder, Isadora; Alepohoritis, Yianni; Terpak, Kelly
Subject: Rescheduled: 4th and Final OII BBQ - TICKETS ON SALE from July 30th - August 10th
When: Thursday, September 13, 2018 12:00 PM-4:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Bolling Air Force Base (20 MacDill Blvd SE #207, Washington, DC 20032), Pavilion 3

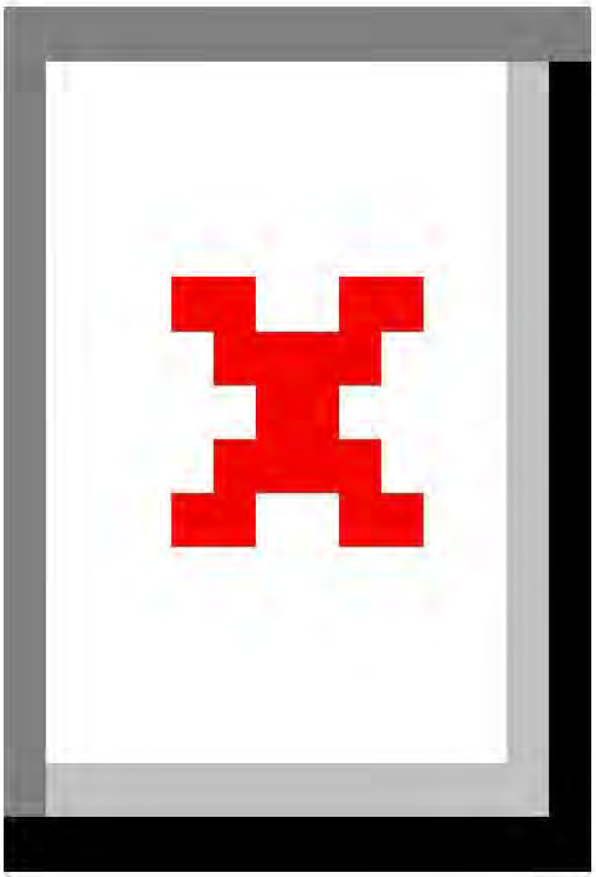
I am sorry if you saw that you were being removed. Outlook did not function as I expected. If you receive this you have not been removed unless you have declined the invitation.

AMERICAN OVERSIGHT

Do note that food and drink tickets are currently on sale at 4W216 (Ashley's cube) for $15. If you do purchase one, you are welcome to come to the base, but not partake in the food and drink. The deadline to buy a ticket is this Friday unless you make an arrangement with Ashley.

If you do not accept, we will not follow up to ask for your information to guarantee access to the base.

AMERICAN OVERSIGHT



AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Dyson, Geraldine
Sent: 13 Aug 2018 13:48:29 +0000
To: Dyson, Geraldine;Botel, Jason;OII All Users;Fong, Michael;Harris, Terry;Higgins, Charles;Tanifum, Bryan (Contractor);Chang, Winston (Contractor)
Subject: FW: SAVE THE DATE: OII All-Staff Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Aug 2018 19:54:06 +0000
To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta
Subject: HOLD: FL Next Steps

AMERICAN OVERSIGHT

From: Brogan, Frank
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To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta
Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

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Subject: HOLD: FL Next Steps

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Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

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Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

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Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

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Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

AMERICAN OVERSIGHT

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Sent: 9 Aug 2018 19:54:06 +0000
To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta
Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Richey, Kimberly
Sent: 9 Aug 2018 20:28:37 +0000
To: Richey, Kimberly;Collett, Johnny;Rinkus, Christopher;Botel, Jason
Subject: HOLD: Touch Base - Outline

AMERICAN OVERSIGHT

From: Richey, Kimberly
Sent: 9 Aug 2018 20:28:37 +0000
To: Richey, Kimberly;Collett, Johnny;Rinkus, Christopher;Botel, Jason
Subject: HOLD: Touch Base - Outline

AMERICAN OVERSIGHT

From: Richey, Kimberly
Sent: 9 Aug 2018 20:28:37 +0000
To: Richey, Kimberly;Collett, Johnny;Rinkus, Christopher;Botel, Jason
Subject: HOLD: Touch Base - Outline

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 23:32:44 +0000
To: Botel, Jason;Rinkus, Christopher
Subject: jason / Chris meet to discuss next steps with fl

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 23:32:44 +0000
To: Botel, Jason;Rinkus, Christopher
Subject: jason / Chris meet to discuss next steps with fl

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 15:14:12 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Lisa / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 15:14:12 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Lisa / jason check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 15:14:12 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Lisa / jason check-in

AMERICAN OVERSIGHT

From: Conklin, Hayley C. EOP/ONDCP
Sent: 13 Aug 2018 21:27:52 +0000
To: Conklin, Hayley C. EOP/ONDCP;'Kristi.Boswell@osec.usda.gov';'Kip.Brailey@fincen.gov';'darren_cruzan@ios.doi.gov.';'Danielle.Cutrona@usdoj.gov';'Uttam.Dhillon@usdoj.gov';'Shawan.S.Dunton@usdoj.gov';'Michael.Dougherty@hq.dhs.gov';'Brian.Harrison@hhs.gov';'Mary-Sumpter.Lapinski@hhs.gov';'MadisonKD@state.gov';'jim.mullen@dot.gov';'Michael.Murray4@usdoj.gov';'meghann.orourke@hq.dhs.gov';'PrughVP@state.gov';'roxanna.rodriguez-torres@hq.dhs.gov';'Loren.Smith@dot.gov';Talento, Kathryn F. EOP/WHO;'Stephen.Vaden@ogc.usda.gov';'Todd_Willens@ios.doi.gov';'Beck.Nancy@epa.gov';Botel, Jason;'Conway.molly.e@dol.gov';'Veronica.b.daigle.civ@mail.mil';'Ralph.H.Gaines@hud.gov';'John.Gibbs@hud.gov';'laurence.meyer@va.gov';'john.ullyot@va.gov';Venable, Joshua;'Lee, Nidia';Kesner, Paul;'Walter, Courtney E - OSEC';Blase, Brian C. EOP/WHO;Hudson, Renee R. EOP/WHO;Kourtides, Christine A. EOP/ONDCP;Olmem, Andrew J. EOP/WHO;Skrzycki, Kristin S. EOP/ONDCP;Sutton, Abe J. EOP/WHO;Wold, Theo J. EOP/WHO;Corinth, Kevin C. EOP/CEA;Collins, Rachel E. EOP/WHO;Udutha, Pranay K. EOP/WHO;'Gerardi, Robert'
Subject: Marijuana PCC Sub-Group

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:43:48 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Meet: Back to School

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:43:48 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Meet: Back to School

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 12:55:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Check in with Maureen

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 12:55:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Check in with Maureen

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
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To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 12:49:44 +0000
To: Botel, Jason;Safranek, Ellen
Subject: Meet: Jason & Ellen

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 12:49:44 +0000
To: Botel, Jason;Safranek, Ellen
Subject: Meet: Jason & Ellen

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:42:53 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Cantrell, David;Norris, Elizabeth;Viana, Aimee;Caudillo, Emmanuel
Bcc: WDCFB6-3W336
Subject: Meet: PR and USVI Visit

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:42:53 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Cantrell, David;Norris, Elizabeth;Viana, Aimee;Caudillo, Emmanuel
Bcc: WDCFB6-3W336
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Bcc: WDCFB6-3W336
Subject: Meet: PR and USVI Visit

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 15:06:50 +0000
To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 15:06:50 +0000
To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 15:06:50 +0000
To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:27 +0000
To: Botel, Jason;Reynolds, Cody;Robertson, Elyse
Subject: meet to walk over to HUD

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:27 +0000
To: Kesner, Paul;Reynolds, Cody;Robertson, Elyse
Subject: meet to walk over to HUD

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:27 +0000
To: Kesner, Paul;Reynolds, Cody;Robertson, Elyse
Subject: meet to walk over to HUD

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To: Kesner, Paul;Reynolds, Cody;Robertson, Elyse
Subject: meet to walk over to HUD

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From: Botel, Jason
Sent: 12 Aug 2018 21:26:27 +0000
To: Kesner, Paul;Reynolds, Cody;Robertson, Elyse;Reynolds, Cody
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Sent: 12 Aug 2018 21:26:27 +0000
To: Botel, Jason;Reynolds, Cody;Robertson, Elyse
Subject: meet to walk over to HUD

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 9 Aug 2018 20:42:13 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa
Subject: Mtg. w/Dept of Education RE: Homelessness Definition

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 10 Aug 2018 15:40:37 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony;Brogan, Frank;Botel, Jason;Rinkus, Christopher;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren
Subject: OESE Briefing (ESSA Flexbilities & Supplement Not Supplant)

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 10 Aug 2018 15:40:37 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony;Brogan, Frank;Botel, Jason;Rinkus, Christopher;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren
Subject: OESE Briefing (ESSA Flexbilities & Supplement Not Supplant)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:24:01 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta
Bcc: WDCFB6-3C100
Subject: OESE/OII Reorg Steering Committee
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:02:14 +0000
To: Viana, Jose;Rinkus, Christopher;Botel, Jason;Washington, Mark;Ramirez, Lisa;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:02:14 +0000
To: Cantrell, David;Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Lyles, Sylvia;Miceli, Roberta
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Sent: 14 Aug 2018 17:24:01 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta
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Subject:

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Subject: OESE/OII Reorg Steering Committee
Attachments: Untitled

AMERICAN OVERSIGHT

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To: Viana, Jose
Subject:

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:02:15 +0000
To: Viana, Jose
Subject:

AMERICAN OVERSIGHT

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Bcc: WDCFB6-3C100
Subject: OESE/OII Reorg Steering Committee

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 14 Aug 2018 13:49:27 +0000
To: (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;(b)(6) @mail.mil';'angilla.denton@wdc.usda.gov';(b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';Morrone, Vanessa M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH'(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John'(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO (b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil'(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS'(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA);Pence, Laura (HHS/IOS);Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;'john.tahsuda@bia.gov';Icaza, Angela S COL USARMY OSD OUSD P-R (US)
Subject: Opioid Call

AMERICAN OVERSIGHT

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To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;(b)(6) @mail.mil';'angilla.denton@wdc.usda.gov';(b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov'(b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO(b)(6) . EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov'(b)(6) H. EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov(b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov'(b)(6) EOP/WHO(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';(b)(6 (b)(6) @mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS'(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov'(b)(6) EOP/WHO(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;'john.tahsuda@bia.gov';Icaza, Angela S COL USARMY OSD OUSD P-R (US)
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Subject: Opioid Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:22:13 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Rinkus, Christopher;Viana, Jose
Bcc: WDCFB6-3W336
Subject: Reorg Leadership Group Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:22:13 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Rinkus, Christopher;Viana, Jose
Bcc: WDCFB6-3W336
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Subject: Reorg Leadership Group Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:20:53 +0000
To: Botel, Jason
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Subject: Reorg Leadership Group Meeting

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To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet
Bcc: WDCFB6-3W336
Subject: Reorg Leadership Group Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

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Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 14:58:03 +0000
Subject:

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:37:05 +0000
To: Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
Subject: Update: Questions Re Emergency Impact Aid

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:37:05 +0000
To: Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
Subject: Update: Questions Re Emergency Impact Aid

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Subject: Update: Questions Re Emergency Impact Aid

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:37:05 +0000
To: Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
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Subject: Update: Questions Re Emergency Impact Aid

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(b)(6) (Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:12:50 +0000
To: Hilsey, Shaina;Cordes, Bill;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith;Ramirez, Lisa
Subject: URGENT: Questions Re Emergency Impact Aid

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:50 +0000
To: Reynolds, Cody;Kesner, Paul;Robertson, Elyse
Subject: walk back from hud

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:50 +0000
To: Botel, Jason;Reynolds, Cody;Robertson, Elyse
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

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Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: Canceled: (b)(6) Leave Time
Importance: High

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 20:45:41 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;(b)(6)@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;(b)(6)@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Diane DeTroye;Albert Palacios;Cuny, Janice E.
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To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;James Glownia;Diane DeTroye;Albert Palacios;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

From: EHR FC-STEM/CAP Goal
Sent: 9 Jul 2018 20:45:41 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;(b)(6)@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;(b)(6)@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;James Glownia;Diane DeTroye;Albert Palacios;Cuny, Janice E.
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Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

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Cc: Watkins, Andrea;mea.w.miller@nasa.gov;(b)(6)@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: HOLD: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 20:47:32 +0000
To: Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa;Botel, Jason
Subject: (b)(6) Out (Funeral)

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 20:47:32 +0000
To: Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa;Botel, Jason
Subject: (b)(6) -Out (Funeral)

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.;Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.;Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

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Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Cc: Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

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Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

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To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Jul 2018 20:15:52 +0000
To: (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB; (b)(6) @mail.mil';'angilla.denton@wdc.usda.gov'; (b)(6) v@sd.mil';'Sarah.Isgur.Flores@usdoj.gov' (b)(6) EOP/WHO; (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA; (b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov'; (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH'; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP; (b)(6) EOP/WHO;'Barsa, John' (b)(6) EOP/WHO; (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO (b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov' (b)(6) (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov; (b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov'; (b)(6) EOP/WHO (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP; (b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB; (b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov'; (b)(6) @mail.mil'; (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS' (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS' (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS); (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov'; (b)(6) EOP/WHO (b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA) (b)(6) EOP/WHO
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Jul 2018 20:15:52 +0000
To: (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US' (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP; (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB; (b)(6) @mail.mil';'angilla.denton@wdc.usda.gov'; (b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov'; (b)(6) EOP/WHO (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA; (b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov'; (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH'; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP; (b)(6) EOP/WHO;'Barsa, John'; (b)(6) EOP/WHO (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov'; (b)(6) (b)(EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov; (b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov; (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov (b)(6) EOP/WHO (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP (b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB; (b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov'; (b)(6) @mail.mil'; (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS'; (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS) (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov'; (b)(6) EOP/WHO (b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA) (b)(6) EOP/WHO
Cc: Scher, Deborah L.;Hilsey, Shaina
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: (b)(6) Leave Time

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: (b)(6) Leave Time

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Ramirez, Lisa;Rinkus, Christopher;Conaty, Joe
Cc: McHugh, Erin;Muniz, Carlos
Subject: FW: Title IV Policy Question

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Ramirez, Lisa;Rinkus, Christopher;Conaty, Joe
Cc: McHugh, Erin;Muniz, Carlos
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Cc: McHugh, Erin;Muniz, Carlos
Subject: FW: Title IV Policy Question

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 9 Jul 2018 17:55:52 +0000
To: ED Internal Communications;DoED - All ED Employees
Subject: Lunch and Learn: Sec. DeVos and Swiss Expert Ursula Renold on Switzerland's Approach to Apprenticeships

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 9 Jul 2018 17:55:52 +0000
To: ED Internal Communications;DoED - All ED Employees
Cc: Kraisinger, Elizabeth;Aceves, Lorena;Walte, Samantha;Nemer, Shannon;Vencato, Bianca;Larson, Meredith;patyson@mail.usf.edu;Wilkins, Samuel;Child, Erik;Gray, Jason;Ceja, Beatriz
Subject: Lunch and Learn: Sec. DeVos and Swiss Expert Ursula Renold on Switzerland's Approach to Apprenticeships

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 18:39:20 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Brogan, Frank
Subject: Pre-meet- Title IV Policy Question

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 18:39:20 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Brogan, Frank
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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Conaty, Joe;Ramirez, Lisa;Rinkus, Christopher
Subject: Title IV Policy Question

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Cc: McHugh, Erin;Muniz, Carlos;McHam, Gerren;Dixon, Doris
Subject: Title IV Policy Question

AMERICAN OVERSIGHT

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Cc: McHugh, Erin;Muniz, Carlos;McHam, Gerren
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To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;(b)(6) @mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Morrow, Jean;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;(b)(6) @si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Carter, V. Celeste;James Glownia;Diane DeTroye;Palacios, Albert;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;(b)(6) @si.edu;Hilsey, Shaina
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 20:45:41 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;(b)(6) @mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;(b)(6) @si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;James Glownia;Diane DeTroye;Albert Palacios;Cuny, Janice E.
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Cc: Watkins, Andrea;mea.w.miller@nasa.gov;(b)(6) @si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 20:47:32 +0000
To: Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa;Botel, Jason
Subject: (b)(6) Out (Funeral)

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 20:47:32 +0000
To: Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa;Botel, Jason
Subject: (b)(6) -Out (Funeral)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Botel, Jason;Norris, Elizabeth
Subject: Brief: School of Choice at ED

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Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: Canceled: (b)(6) Leave Time
Importance: High

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: HOLD: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

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AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.;Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

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Sent: 9 Jul 2018 19:17:27 +0000
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From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Cc: Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

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Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Jul 2018 20:15:52 +0000
To: (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;(b)(6) @mail.mil';'angilla.denton@wdc.usda.gov';(b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;Kennedy, Adam R. EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;(b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';(b)(6) @mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Thompson, Reagan P. EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Jul 2018 20:15:52 +0000
To: (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US' (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB; (b)(6) @mail.mil';'angilla.denton@wdc.usda.gov'; (b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov'; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA; (b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov' (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH' (b)(6) EOP/WHO (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP; (b)(6) EOP/WHO;'Barsa, John' (b)(6) EOP/WHO (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov' (b)(6) (b)(EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov (b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov' (b)(6) EOP/WHO; (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP (b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB; (b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov'; (b)(6) @mail.mil' (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS'; (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS'; (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS); (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov' (b)(6) EOP/WHO; (b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP; (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA) (b)(6) EOP/WHO
Cc: Scher, Deborah L.;Hilsey, Shaina
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 20:35:04 +0000
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Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: Canceled (b)(6) Leave Time
Importance: High

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: HOLD: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
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Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.;Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.;Watson, Debbie
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To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
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AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Cc: Watson, Debbie
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

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Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Jul 2018 20:15:52 +0000
To: (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US'; (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP; (b)(6) . EOP/WHO (b)(6) EOP/WHO; (b)(6) . EOP/WHO;Burris, Meghan K. EOP/OMB; (b)(6) @mail.mil';'angilla.denton@wdc.usda.gov'; (b)(6) @sd.mil';'Sarah.Isgur.Flores@usdoj.gov' (b)(6) EOP/WHO; (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA (b)(6) . EOP/WHO;'Mary-sumpter.lapinski@hhs.gov' (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH'; (b)(6) EOP/WHO (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP; (b)(6) EOP/WHO;'Barsa, John' (b)(6) EOP/WHO; (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov'; (b)(6) (h) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov; (b)(6) (b)(6) . EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov'; (b)(6) EOP/WHO (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP (b)(6) EOP/WHO;'mari.moorhead@HHS.GOV'; (b)(6) EOP/OMB; (b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov' (b)(6) @mail.mil' (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS'; (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS'; (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS); (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov'; (b)(6) EOP/WHO (b)(6) . EOP/WHO;McIntyre, Natalie M. EOP/ONDCP (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA) (b)(6) EOP/WHO
Cc: Scher, Deborah L.;Hilsey, Shaina
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 18:39:20 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Brogan, Frank
Subject: Pre-meet- Title IV Policy Question

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: (b)(6) Leave Time

AMERICAN OVERSIGHT

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Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Ramirez, Lisa;Rinkus, Christopher;Conaty, Joe
Cc: McHugh, Erin;Muniz, Carlos
Subject: FW: Title IV Policy Question

AMERICAN OVERSIGHT

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To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Ramirez, Lisa;Rinkus, Christopher;Conaty, Joe
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Subject: FW: Title IV Policy Question

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 9 Jul 2018 17:55:52 +0000
To: ED Internal Communications;DoED - All ED Employees
Subject: Lunch and Learn: Sec. DeVos and Swiss Expert Ursula Renold on Switzerland's Approach to Apprenticeships

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 9 Jul 2018 17:55:52 +0000
To: ED Internal Communications;DoED - All ED Employees
Cc: Kraisinger, Elizabeth;Aceves, Lorena;Walte, Samantha;Nemer, Shannon;Vencato, Bianca;Larson, Meredith;patyson@mail.usf.edu;Wilkins, Samuel;Child, Erik;Gray, Jason;Ceja, Beatriz
Subject: Lunch and Learn: Sec. DeVos and Swiss Expert Ursula Renold on Switzerland's Approach to Apprenticeships

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Ramirez, Lisa;Rinkus, Christopher;Conaty, Joe
Subject: Title IV Policy Question

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Conaty, Joe;Ramirez, Lisa;Rinkus, Christopher
Cc: McHugh, Erin;Muniz, Carlos;McHam, Gerren;Dixon, Doris
Subject: Title IV Policy Question

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Subject: Title IV Policy Question

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Barnes, Joshua (OS/ASPR/OEM);Norris, Elizabeth
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Barnes, Joshua (OS/ASPR/OEM);Norris, Elizabeth
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Barnes, Joshua (OS/ASPR/OEM);Norris, Elizabeth
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 9 Jul 2018 15:20:04 +0000
To: Talbert, Kent;Botel, Jason
Subject: Call w/Jason & Kent re: "Powered by 'Teach to Lead'"

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 9 Jul 2018 15:20:04 +0000
To: Talbert, Kent;Botel, Jason
Subject: Call w/Jason & Kent re: "Powered by 'Teach to Lead'"

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 9 Jul 2018 15:20:04 +0000
To: Talbert, Kent;Botel, Jason
Subject: Call w/Jason & Kent re: "Powered by 'Teach to Lead'"

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 9 Jul 2018 15:20:04 +0000
To: Talbert, Kent;Botel, Jason
Subject: Call w/Jason & Kent re: "Powered by 'Teach to Lead'"

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 17:11:55 +0000
To: Botel, Jason
Subject: CCSSO Federal Liaison Summer Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 17:11:55 +0000
To: Botel, Jason
Subject: CCSSO Federal Liaison Summer Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 17:11:55 +0000
To: Botel, Jason
Subject: CCSSO Federal Liaison Summer Meeting

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 9 Jul 2018 13:59:10 +0000
To: Eitel, Robert;Malawer, Hilary;Jones, Diane;Lee, Ebony;Mahaffie, Lynn;Manning, James;Smith, Kathleen;Brickman, Michael;Collett, Johnny;Richey, Kimberly;Talbert, Kent;Blew, James;McFadden, Elizabeth;Botel, Jason;Hodel, Hannah;McHugh, Erin;Lahey, Alisa;Wooten, Michael;Carter, Denise;Anderson, Margo;Ryder, Ruth;Jackson, Candice;Sherman, Brandon;Ramakis, Jessica;Kissel, Adam;McCloskey, Amber;Stanton, Craig;Marcus, Kenneth;Conaty, Joe
Subject: CONFIRMING -- RRTF (Rescheduled)

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 9 Jul 2018 13:59:10 +0000
To: Eitel, Robert;Malawer, Hilary;Jones, Diane;Lee, Ebony;Mahaffie, Lynn;Manning, James;Smith, Kathleen;Brickman, Michael;Collett, Johnny;Richey, Kimberly;Talbert, Kent;Blew, James;McFadden, Elizabeth;Botel, Jason;Hodel, Hannah;McHugh, Erin;Lahey, Alisa;Wooten, Michael;Carter, Denise;Anderson, Margo;Ryder, Ruth;Jackson, Candice;Sherman, Brandon;Ramakis, Jessica;Kissel, Adam;McCloskey, Amber;Stanton, Craig;Marcus, Kenneth;Conaty, Joe
Subject: CONFIRMING -- RRTF (Rescheduled)

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 13:59:08 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
Subject: Constitution Day

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 13:59:08 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
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AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 13:59:08 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
Subject: Constitution Day

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 9 Jul 2018 16:17:34 +0000
To: OESE.RecognizED;Jones Gaston, Treneisha;AcqBPDConCall1;WDCFB6-240-20 (Managed);Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Foster, Keila;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard
Subject: FW: RecognizED: Dignity and Respect, Part II

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 15:41:56 +0000
To: Lee, Ebony;Blew, James;Botel, Jason
Subject: Meeting with Patti Curtis

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 15:41:56 +0000
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Sent: 9 Jul 2018 16:17:34 +0000
To: OESE.RecognizED;Crawford, Ray;Jones Gaston, Treneisha;Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Foster, Keila;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard
Cc: Cook, Karolyn
Subject: RecognizED: Dignity and Respect, Part II

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 9 Jul 2018 16:30:08 +0000
To: OESE.RecognizED;Crawford, Ray;Jones Gaston, Treneisha;Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Foster, Keila;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard
Cc: Cook, Karolyn
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Cc: Cook, Karolyn
Subject: RecognizED: Dignity and Respect, Part II

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 13:00:49 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark
Subject: 4th Quarter hiring Exception Requests

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 13:00:49 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark
Subject: 4th Quarter hiring Exception Requests

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 13:00:49 +0000
To: Botel, Jason;Ramirez, Lisa;Brogan, Frank;Washington, Mark
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:10:22 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Comprehensive Centers and TA

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:10:22 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Brief: Comprehensive Centers and TA

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From: Brogan, Frank
Sent: 9 Jul 2018 13:10:22 +0000
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:08:58 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Cc: Rinkus, Christopher
Subject: Brief: DCLs and Info Collections

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:08:58 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
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Subject: Brief: DCLs and Info Collections

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 9 Jul 2018 12:59:34 +0000
To: Hilsey, Shaina;Washington, Mark;Botel, Jason
Cc: Brogan, Frank
Subject: Brief: ED/OESE Emergency Management and Business Continuity Process and Current Audits by GAO and OIG

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 12:59:34 +0000
To: Hilsey, Shaina;Washington, Mark;Botel, Jason;Brogan, Frank
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:07:55 +0000
To: Brogan, Frank;Ramirez, Lisa;Washington, Mark;Botel, Jason;Lieth, Anna;Hunter, Tina;Weems, Kia
Subject: Brief: End of Fiscal Year Grant Making

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Subject: Brief: End of Fiscal Year Grant Making

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 May 2017 17:14:43 +0000
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jun 2017 12:24:43 +0000
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Jun 2017 13:10:31 +0000
Subject: FG90

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Apr 2017 13:30:08 +0000
To: Botel, Jason
Subject: Transportation

Shuttle Departs PCP at 4:55pm.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 May 2017 13:34:44 +0000
To: Washington, Mark
Subject: Attend JB/MC OESE Debrief

AMERICAN OVERSIGHT

From: Carter, Denise
Sent: 11 Apr 2017 15:01:36 +0000
To: Carter, Denise;Toner, Jana;Cuffee-Graves, Cassandra;Barclay, Valarie;Botel, Jason;Akins, Karen
Subject: Boards and Commissions Membership Onboarding

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 31 May 2017 18:18:13 +0000
To: ED Internal Communications;All Exchange Users
Subject: Briefing: The Condition of Education and Indicators of School Crime & Safety with NCES

Please join colleagues to learn about the findings in two new reports from the National Center for Education Statistics (NCES), including *The Condition of Education 2017* and *Indicators of School Crime and Safety*.

June 1, 10-11 am ET
Barnard Auditorium, LBJ Building, and on Mediasite* and EDstream* (links are below) with captioning.

The *Condition of Education 2017* summarizes important developments and trends in education using the latest available data. The report presents 50 key indicators on topics ranging from early childhood through postsecondary education, as well as international comparisons and labor force outcomes.

The Indicators of School Crime and Safety report covers topics such as victimization, bullying, school conditions, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions.

The presentation will include a wide range of data applicable to many ED programs, including early childhood education, elementary and secondary education, and postsecondary education.

Presenters:

Peggy Carr, Acting Commissioner, NCES, NCES overview and introduction to annual reports
Joel McFarland, Project Director, Condition of Education overview
Lauren Musu-Gillette, Project Director, Indicators of School Crime and Safety overview

Questions and Answers, moderated by Tom Snyder, Director of Annual Reports and Information Staff

NCES is mandated to report to Congress on the condition of education each year. The NCES mission is, "…to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations…." NCES strives to develop high-quality, customer-driven products and to be fully engaged with the education community to gain a full understanding of the data needs and interests of our customers.

*MEDIASITE & EDSTREAM

*MEDIASITE INSTRUCTIONS:
For employees working inside ED buildings, use Internet Explorer to access Mediasite at this link.
http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default

*EDSTREAM INSTRUCTIONS:
For teleworkers, this event will also air on EDstream at this link:
http://edstream.ed.gov/webcast/Catalog/catalogs/default.aspx

You cannot access EDstream while logged into gotowork.ed.gov or Aventail/Citrix. (You may be able to see the event, but you will not be able to hear it.) You must open a browser outside of Aventail/Citrix, preferably in Internet Explorer, and then go to the link above. If you have problems with Mediasite or EDstream, please call the Help Desk 202 708 4357.

AMERICAN OVERSIGHT

From: Karen Hawley Miles
Sent: 22 May 2017 15:59:08 +0000
To: Karen Hawley Miles;Jonathan Travers;Nicole Katz;Botel, Jason;Coxen, Carrie
Subject: Call - Karen Miles (Education Resource Strategies) with Jason Botel (DOE)

From: Botel, Jason [mailto:Jason.Botel@ed.gov]
Sent: Friday, May 19, 2017 2:16 PM
To: Karen Hawley Miles <kmiles@erstrategies.org>; Coxen, Carrie <Carrie.Coxen@ed.gov>
Subject: Re: Time to talk?
Karen - thanks!
Carrie - can you please schedule?

On May 19, 2017, at 9:22 AM, Karen Hawley Miles <kmiles@erstrategies.org> wrote:

Jason,
I'm sorry to have missed seeing you at the Schusterman event last week. My father had health issues I needed to be there for.
My colleague Karen Baroody shared with me that you expressed interest in learning more about what we are working on related to financial transparency and what we are learning from that as well as from our deep work on this issue. We'd be happy to set a time to talk with you or a group of folks f you were interested.
Just let me know,
Karen

Karen Hawley Miles
President and Executive Director,
Education Resource Strategies
480 Pleasant Street, Suite C-200 | Watertown, MA 02472
T: 617-607-8961 | F: 617-607-9646
www.erstrategies.org

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Sep 2017 10:19:56 +0000
To: Botel, Jason
Subject: call Josh

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Apr 2017 12:17:03 +0000
To: Botel, Jason
Subject: call w/Lezli B?

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 4 Apr 2017 12:22:39 +0000
To: DeVos, Betsy;Navarro, Erica;Botel, Jason;Venable, Joshua;Simpson, Daniel;Kean, Larry;EDCalendar;Vizzi, Daniel (USMS)
Subject: Canceled: Briefing on FY 2018 Passback
Importance: High

This meeting will take place tomorrow morning, April 5th. Invite to follow shortly.

AMERICAN OVERSIGHT

From: Navarro, Erica
Sent: 14 Apr 2017 12:49:38 +0000
To: Navarro, Erica;Washington, Mark;Chism, Monique;Hunter, Tina;Kalnasy, Debbie;Giusti, Alda;Taylor, Susan;Witherspoon, Elizabeth;Kean, Larry;Cordes, Bill;Anderson, Judith;Zawada, Michael;Levy, Margaret;Cohen, Larry;Carter, Denise;Cuffee-Graves, Cassandra;Duncan, Cynthia;Anand, Supreet;Botel, Jason;Johnson, Sandra
Cc: Woodley, Danita;Escalante, Melissa;Green, Bianca
Subject: Canceled: CANCELED: OESE and OELA Budget Quarterly Meeting
Attachments: Workforce Planning and Analysis Questions_Final 04102017.docx, ET Template Summary.xlsx, ES Template Summary.xlsx, OESE Detailed Funding Analysis_4.10.17.docx, Workforce Planning and Analysis Questions_Final 04102017.docx
Importance: High

It appears Monique is not here and I would like to add Jason Botel and Jose Viana to this meeting. Another meeting invite will be forthcoming. Thanks, Erica

CONFERENCE LINE

(b)(5)

DO NOT SHARE)
7

Agenda

1. Update on FY 2017 Appropriations and 2018 President's Budget Request

2. 2017 Execution
    a. Department FY 2017 unbudgeted items
    b. Current estimated balance for Pay
    c. Hiring: Number of waivers planned, submitted, and approved through the remainder of FY 2017
    d. V/V update
    e. Non-Pay Review of unobligated funding
3. Next Steps
    f. Mid-Year Decisions Made
    g. 2018 Spend Plan
    h. 2018/19 S&E data call

AMERICAN OVERSIGHT

Key questions to consider

1. What times of the year does your office experience capacity constraints and what are the key drivers of work during those times?
2. What is the core work of your organization and what are the specific functions that employees are assigned to complete this critical work[1]? For example, making grant awards to recipients.
3. What work would you label as non-core but essential (NC/E) work and what are the specific functions that employees are assigned to complete this NC/E work? For example, a retreat to discuss best practices for providing technical assistance to grantees.
4. What work would you label as non-core and non-essential (NC/NE) and what are the specific functions that employees are assigned to complete this NC/NE work?
5. At current staffing levels:
    1. What core work is your office unable to address? What are the gaps? What are the risks to the office/Department if this work isn't completed?
    2. What FTE level and/or contract resources are necessary to fully meet the current core work of the office?
    3. What NC/E work is your office unable to address? What are the gaps? What are the risks to the office/Department if this work isn't addressed?
    4. What FTE level and/or contract resources are necessary to fully meet the current NC/E work of the office?
    5. If you could start from scratch with the same staffing and contract resources, how would you redistribute or redesign your office structure (numbers and grade levels)?
6. At a 10% increase and 10% decrease to current staffing levels:
    1. What core and NC/E work would your office add with a 10% increase and which functions would your office not be able to address at a 10% decrease?
    2. Which organizations within your office would you provide additional resources if you received a budget increase?
    3. Which organizations within your office would be most impacted by a budget decrease?
7. For all offices, please review your executive office staff numbers and grade structure and advise why your staffing levels are higher or lower than the median.

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[1] Office's core work is defined as work that must be done to meet its legislative mandates and legitimize its existence.

AMERICAN OVERSIGHT

8. What would you do differently to reduce executive office staffing?

9. For support offices, how many positions could you eliminate if discretionary resources decreased by 13%? What if the number of competitive grants, contracts, and regulations was cut in half?

10. Which Department-wide meetings do you find most and least helpful in meeting your office's mission

11. What other ideas do you have to reduce costs within your POC?

12. What ideas do you have to reduce costs across ED?

AMERICAN OVERSIGHT

OELA

FY 2017 Revised OMB PC&B Request (all accounts)	*Please note that the PC&B allocations for all offices will be updated (based on the latest pay period projections) once a final FY 2017 appropriation is enacted.	$ 2,529,000 *
OT & Awards		$ 16,182 *
Pay and Benefits Budget Allocation		$ 2,545,182 *
Hiring Actions		$ -
Current Run Rate		$ 2,495,547
Projected Hiring Actions/Departures not Included in Staffing Detail Below	Grade Level & Projected Start/End Date	Est Cost (+) or Savings (-) (through 9/30/17)
Action 1		
Action 2		
Action 3		
Action 4		
Action 5		
Action 6		
Action 7		
Action 8		
Action 9		
Action 10		
Total Budget with New Items		$ 2,495,547
Projected Balance Available		**$ 49,635**

OELA / PA

As of 3/31/2017

Non-Pay	FY17 Allocation	YTD Obligations	Balance Available
21 Travel	15,000	425	14,575
22 Transportation of	-	-	-
2310 Rent	-	-	-
2331 Communications	-	-	-
2332 Postage	-	-	-
24 Printing	3,000	-	3,000
2511 Advisory and	-	-	-
2521 Other Services	5,000	-	5,000
2522 Training	5,000	-	5,000
2523 Field Readers	-	-	-
2530 Interagency	-	-	-
2571 Equip Repairs & Maint.	-	-	-
2572 IT Contracts	-	-	-
26 Supplies	3,000	-	3,000
3101 IT Equipment	-	-	-
3103 Office Furniture	-	-	-
32 Building Alterations	-	-	-
4301 Prompt Pay	-	-	-
TOTALS	**$ 31,000**	**$ 425**	**$ 30,575**

AMERICAN OVERSIGHT
Budget Service

OESE

FY 2017 Revised OMB PC&B Request (all accounts)	*Please note that the PC&B allocations for all offices will be updated (based on the latest pay period projections) once a final FY 2017 appropriation is enacted.	$ 33,284,000 *
OT & Awards		$ 226,627 *
Pay and Benefits Budget Allocation		$ 33,510,627 *
Hiring Actions		$ -
Current Run Rate		$ 30,807,996
Projected Hiring Actions/Departures not Included in Staffing Detail Below	Grade Level & Projected Start/End Date	Est Cost (+) or Savings (-) (through 9/30/17)
Action 1		$ -
Action 2		$ -
Action 3		$ -
Action 4		$ -
Action 5		$ -
Action 6		$ -
Action 7		$ -
Action 8		$ -
Action 9		$ -
Action 10		$ -
Total Budget with New Items		$ 30,807,996
Projected Balance Available Based on Current Run Rate		**$ 2,702,631**

OESE / PA

As of 3/31/2017

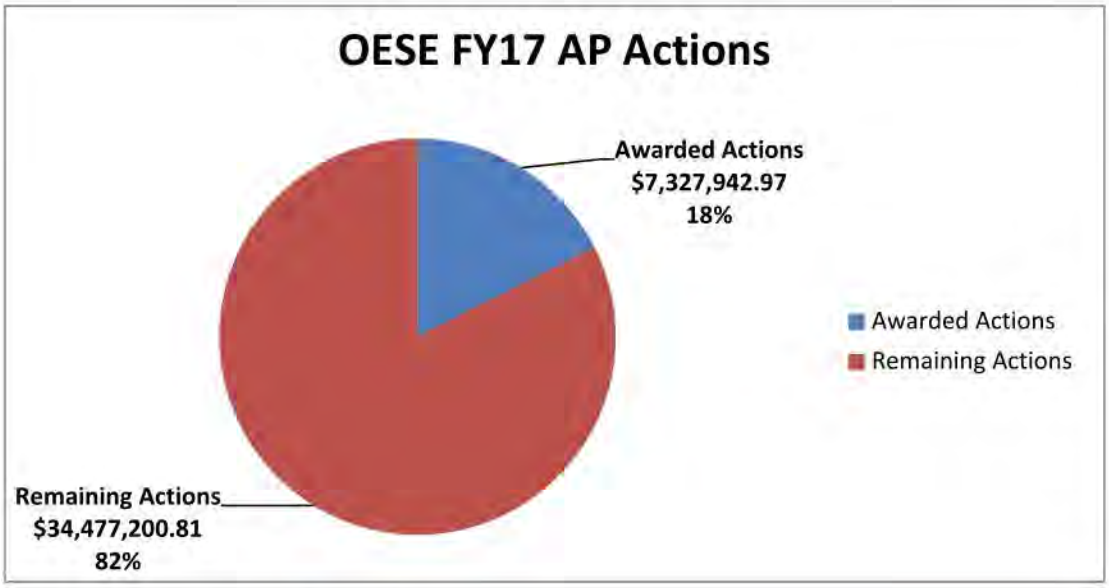
Non-Pay	FY17 Tentative Allocation	YTD Obligations	Balance Available
21 Travel	518,000	106,436	411,564
22 Transportation of Things	-	-	-
2310 Rent	-	-	-
2331 Communications	-	-	-
2332 Postage	10,000	-	10,000
24 Printing	15,000	-	15,000
2511 Advisory and Assistance	-	-	-
2521 Other Services	2,955,000	801,123	2,153,877
2522 Training	156,000	3,328	152,672
2523 Field Readers	-	-	-
2530 Interagency Agreements	74,000	-	74,000
2571 Equip Repairs & Maint.	-	-	-
2572 IT Contracts	558,000	82,032	475,968
26 Supplies	44,000	1,407	42,593
3101 IT Equipment	-	-	-
3103 Office Furniture	-	-	-
32 Building Alterations	-	-	-
4301 Prompt Pay	-	1	(1)
TOTALS	**$ 4,330,000**	**$ 994,327**	**$ 3,335,673**

AMERICAN OVERSIGHT

Office of Elementary and Secondary Education (OESE)

OESE has awarded 10 actions from the AP, 1 action totaling $789K in S&E funds and 9 actions totaling $6.54 million in other program funds. Awarded actions account for 17.53% of OESE's projected funds for the year. Of the 10 awards made, 7 of these awards were originally planned for Q1/Q2 while the other 3 awards were made early after being planned for different quarters. OESE has 35 actions remaining for FY17, including 6 actions totaling $2.25 million in S&E funds and 29 actions totaling $32.23 million in program funds. Remaining actions account for 82.47% of OESE's projected funds for the year.

	Awarded Actions			Remaining Actions			Total Sum	Total Count
Office and Funds	Sum	Count	% of Funds	Sum	Count	% of Funds		
ESE	$7,327,942.97	10	17.53%	$34,477,200.81	35	82.47%	$41,805,143.78	45
Program	$6,538,885.75	9	16.87%	$32,228,790.81	29	83.13%	$38,767,676.56	38
S&E	$789,057.22	1	25.98%	$2,248,410.00	6	74.02%	$3,037,467.22	7
Grand Total	$7,327,942.97	10	17.53%	$34,477,200.81	35	82.47%	$41,805,143.78	45



OESE Awarded Actions Details

Tracking Number	Acquisition Plan Award Date	Revised Planned Award Date	Actual Award Date	Contract Action Type Code	Amount
ESEP170001AP	04/30/17	03/30/17	03/23/17	MODOPT	$53,825.83
ESEP170005AP	01/30/17	03/15/17	03/15/17	NEWRFP	$4,908,564.13
ESEP170009AP	12/16/16	02/09/17	02/09/17	MODCHG	$127,155.00
ESEP170010AP	12/16/16	02/01/17	01/25/17	TSKORC	$61,885.12
ESEP170011AP	12/16/16	02/01/17	01/25/17	TSKORC	$61,885.12
ESEP170012AP	02/24/17	03/09/17	02/21/17	MODOPT	$134,143.71
ESEP170036AP	12/30/16	04/30/17	03/30/17	TSKORC	$256,895.04
ESEP170058AP	06/15/17	01/23/17	01/19/17	TSKORC	$789,057.22
ESEP170069AP	08/30/17		11/29/16	TSKORC	$122,442.30
ESEP170075AP	10/16/16	01/16/17	01/12/17	TSKORC	$812,089.50

AMERICAN OVERSIGHT

Tracking Number	Title
ESEP170001AP	Impact Aid Payment System - Enhancements and System Maintenance Contract for the Project Management Support for Requirements, Analysis, and Documentation of next generation Impact Aid Payment System Option Year 2. IAP
ESEP170005AP	Migrant Student Information Exchange (MSIX) - to provide the system operations, customer support, help desk and trouble ticket management, and state support for the MSIX OME
ESEP170009AP	Interstate Coordination Website - To provide website support that addresses interstate coordination resources which is a requirement of the Migrant Education Program statute - Exercising Base Year Optional Task 3.2.2. OME
ESEP170010AP	Technical and logistical services to all Office of Elementary and Secondary Education (OESE) programs in the areas of on-site and electronic grant reviews, peer reviews, and the coordination of Discretionary Grant programs. Peer Review Support for High School Equivalency Program (HEP) Grant Competition - to provide logistical support for peer reviews. OME
ESEP170011AP	Technical and logistical services to all Office of Elementary and Secondary Education (OESE) programs in the areas of on-site and electronic grant reviews, peer reviews, and the coordination of Discretionary Grant programs. Peer Review Support for CAMP Grant Competition - to provide logistical support for peer reviews. OME
ESEP170012AP	College Assistance Migrant Program (CAMP)/High School Equivalency Program (HEP) Technical Assistance Logistics Support contract - to provide HEP and CAMP discretionary applicants and grantees with technical assistance activities in the form of training sessions, document dissemination, meetings, authorized program services that are reported in the project annual reports, and project evaluation. OME
ESEP170036AP	Technical and logistical services for all Office of Elementary and Secondary Education (OESE) programs in the areas of on-site and electronic grant reviews, peer reviews, and the coordination of Discretionary Grant programs. Peer Review Support for the Office of Academic Improvement - to provide logistical support for peer reviews for Striving Readers Comprehensive Literacy (SRCL) grant competition. The contractor also will provide logistical support for peer reviews for the new SRCL program, established under the FY 2016 Congressional appropriation. OAI
ESEP170058AP	Administrative, logistical, and/or technical support for Assessment peer reviews and grant competitions. OSS
ESEP170069AP	EASIE (Electronic Application System for Indian Education) is a system for collecting and processing the annual grant applications for funds under Title VII of ESEA, the Indian Education Formula Grant L297 EASIE processes some 1,200 to 1,500 applications each year, mostly from local education agencies (LEAs). The EASIE software allows users to select or type their responses into a user-friendly interface that accepts the data into a database. OIE
ESEP170075AP	Striving Readers Comprehensive Literacy (SRCL) - Technical Assistance (TA) for the Grantees.

OESE Remaining Actions Detail (Tracking Numbers in RED are late)

Tracking Number	Acquisition Plan Date of Package Acceptance by CAM	Revised Planned Date of Package Acceptance by CAM	Actual Date of Package Acceptance by CAM	Acquisition Plan Award Date	Revised Planned Award Date	Contract Action Type Code	Amount
ESEP170002AP	02/15/17	03/28/17		06/15/17	06/28/17	TSKORC	$500,000.00
ESEP170003AP	12/01/16	01/31/17	01/30/17	04/01/17	05/30/17	GSAAWD	$1,075,000.00
ESEP170004AP	02/15/17	03/28/17		06/15/17	06/28/17	GSAAWD	$500,000.00
ESEP170007AP	03/23/17	06/23/17		09/23/17	08/23/17	MODOPT	$700,000.00
ESEP170008AP	04/30/17			06/30/17		MODOPT	$640,830.00
ESEP170013AP	03/24/17	04/30/17		05/24/17	06/30/17	MODOPT	$35,785.00
ESEP170019AP	05/28/17			07/28/17		MODOPT	$2,592,300.00
ESEP170020AP	04/28/17			06/28/17		TSKORN	$2,000,000.00
ESEP170021AP	06/30/17			08/30/17		MODOPT	$1,059,196.00
ESEP170022AP	06/25/17			08/25/17		MODOPT	$1,190,350.00
ESEP170023AP	04/28/17			09/20/17		TSKORC	$1,000,000.00
ESEP170024AP	05/12/17			07/12/17		MODOPT	$66,210.00

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ESEP170025AP	03/15/17	04/05/17		06/15/17	06/05/17	MODOPT	$166,000.00
ESEP170028AP	04/30/17			09/30/17	06/30/17	MODOPT	$600,000.00
ESEP170029AP	04/30/17			06/30/17		MODOPT	$65,000.00
ESEP170040AP	01/30/17		01/30/17	03/30/17	04/30/17	TSKORC	$120,000.00
ESEP170041AP	01/30/17		01/30/17	03/30/17	04/30/17	TSKORC	$324,530.00
ESEP170042AP	04/01/17			06/01/17		MODOPT	$1,419,816.00
ESEP170044AP	04/01/17			09/29/17	06/01/17	MODOPT	$2,000,000.00
ESEP170045AP	06/30/17			09/29/17	08/30/17	TSKORN	$500,000.00
ESEP170046AP	04/01/17		03/28/17	09/04/17	05/28/17	MODOPT	$877,154.81
ESEP170047AP	06/30/17			09/04/17		MODCHG	$510,000.00
ESEP170048AP	06/30/17			09/04/17		MODOPT	$1,200,000.00
ESEP170049AP	04/30/17			06/30/17		MODOPT	$750,000.00
ESEP170050AP	02/01/17	03/30/17		08/01/17	09/30/17	NEWRFP	$2,296,380.00
ESEP170051AP	02/01/17	03/30/17		08/01/17	09/30/17	NEWRFP	$3,099,677.00
ESEP170053AP	02/28/17	03/30/17		06/30/17		TSKORC	$500,000.00
ESEP170057AP	03/15/17	03/30/17	03/30/17	06/15/17	06/30/17	TSKORC	$901,200.00
ESEP170059AP	03/15/17	03/30/17	03/30/17	06/15/17	06/30/17	TSKORC	$450,000.00
ESEP170060AP	03/30/17	05/31/17		06/30/17	08/31/17	TSKORC	$4,052,772.00
ESEP170064AP	03/30/17	05/31/17		06/30/17	07/31/17	TSKORN	$750,000.00
ESEP170065AP	03/30/17	05/26/17		06/30/17	09/26/17	NEWRFP	$1,000,000.00
ESEP170066AP	02/15/17	01/17/17	01/17/17	06/15/17	07/17/17	NEWRFP	$175,000.00
ESEP170067AP	04/30/17			06/30/17		MODOPT	$660,000.00
ESEP170068AP	06/25/17			08/25/17		MODOPT	$700,000.00

Tracking Number	Title
ESEP170002AP	Impact Aid Payment System - Project Management Support for Requirements, Analysis, and Documentation of next generation Impact Aid Payment System Re-compete for New Award (due to delay for Integrator contract award - total approx $1M) IAP
ESEP170003AP	Impact Aid Payment System - Integration/Implementation Support for System Redesign of next generation Impact Aid Payment System - this is based on a 3 year contract (total approx. $3.9M) IAP
ESEP170004AP	Impact Aid Payment System - Independent Verification and Validation (IV&V) Support for System Redesign of next generation Impact Aid Payment System - Re-compete for New Award (due to delay for Integrator contract award - total approx $1M) IAP
ESEP170007AP	Migrant Student Information Exchange (MSIX) Management and Support - to provide independent verification and validation (IV&V) assistance to monitor and validate the effectiveness of the MSIX contractor
ESEP170008AP	Interstate Coordination Website - Title I Migrant (By statute recipient must be non-profit) - To provide website support that addresses interstate coordination resources which is a requirement of the Migrant Education Program statute. OME
ESEP170013AP	College Assistance Migrant Program (CAMP)/High School Equivalency Program (HEP) Technical Assistance Logistics Support contract - to provide HEP and CAMP discretionary applicants and grantees with technical assistance activities in the form of training sessions, document dissemination, meetings, authorized program services that are reported in the project annual reports, and project evaluation - exercising OY2 Optional Task 4. OME
ESEP170019AP	National Center on Safe and Supportive Learning Environments (NCSSLE) - provide technical assistance to OSHS grantees and the public on involving students, families, and schools in creating safe, supportive, and successful schools at the K-16 level that have strong conditions for learning.
ESEP170020AP	REMS Technical Assistance Center - provide training and technical assistance to increase the safety, security (i.e., safety that is compromised by an adversary), and emergency management capacity of stateeducational agencies (SEAs), local educational agencies (LEAs), schools, and institutions of higher education (IHEs) as well as to build their capacity in the five mission areas of preparedness (i.e., prevention, mitigation, protection, response, and recovery). OSHS
ESEP170021AP	National Technical Assistance Contract for Homeless Education - to provide administrative, logistical and technical support for the SASA Program Office in an effort to bolster efforts around the education of homeless children and youth.
ESEP170022AP	National Technical Assistance Contract for Neglected and Delinquent Students - to provide for a National Evaluation and Technical Assistance Center for the Education of Neglected, Delinquent or At-Risk Children and Youth.
ESEP170023AP	Well-Rounded Supportive Education Demonstration Contract -Technical assistance (TA) to include identifying, highlighting, sharing, and scaling best practices related to high-quality well-rounded education programs and services.

AMERICAN OVERSIGHT

ESEP170024AP	Communications Manager for Office of School Support (OSS) - task order to support enhancements to the existing Communication Manager system for School Improvement to include the tracking of policy documents, emails, phone calls, expand search capability, document sharing, etc.
ESEP170025AP	Organizational Development Services - to support the work of OESE's Deputy Assistant Secretary for Management and his staff to continuously improve the implementation of OESE's Operations Platform and OESE's roadmap for a results-oriented performance management culture. OAS
ESEP170028AP	ED Data Express Technical Support
ESEP170029AP	Annual Grant Performance Plans - continued support from contractor to assist Office of Elementary and Secondary Education's system administrator and support program office users in implementing the Annual Grant Program Performance Plans. Contractor will also develop standard reports that count and list accomplishments, update user guide, and provide technical support for unexpected system issues. OAS
ESEP170040AP	Logistics support for the planned 2017 Javits competition. An electronic peer review (G5) process will be utilized and support needed includes: 1) secure readers; 2) logisticis (teleconference, web) support for review; 3) initial screening of applications; 4) mailout of applications and review documents; and 5) payment of reviewers - post review followup (i.e., mailout of panel comments). OAI
ESEP170041AP	Logistics support for the planned 2017 ANEP competiton. An hybrid process will be utilized that will require logistics support for an initial electronic (G5) peer review process and a second review phase in which reviewers meet and discuss the comments onsite in DC. Hotel accommodations for reviewers, meeting space for discussions, flight arrangements and payment of the reviewers as well as additional pre-, post-, and during-review logistical support must be provided under this task. OAI
ESEP170042AP	21st Century Community Learning Centers (21st CCLC): State Comprehensive Monitoring, TA - to provide the Department with analytic services to ensure grant compliance monitoring and data gathering for program improvement. OAI
ESEP170044AP	Contractor support services to perform the operations, sustainment, documentation, and training of the Next Generation Professional Learning Portal, Content Integration and Technical Assistance Contract.
ESEP170045AP	Contractor support services to perform the enhancement of the Next Generation Professional Learning Portal, Content Integration and Technical Assistance Contract.
ESEP170046AP	Contractor support services to perform the development, operations, sustainment, documentation, and training of the Analytic and Data Support to States for 21st Century Community Learning Centers (21st CCLC) Contract. [21APR.ed.gov]
ESEP170047AP	Contractor support services to perform the enhancement of the Analytic and Data Support to States for 21st Century Community Learning Centers (21st CCLC) Contract. [21APR.ed.gov]
ESEP170048AP	Technical Assistance to 21st CCLC grantees and sub-grantees on the effective development and implementation of summer learning programs.
ESEP170049AP	21st Century Community Learning Centers (21st CCLC): Summer Institute - series of national summer institutes for 21st CCLC grantees and subgrantees. Contractor provides the logistical support for the 21st CCLC Summer. OAI
ESEP170050AP	Virginia Bypass Contract Equitable Services to Eligible Private School Students - to provide equitable services under Title I to eligible children attending private schools, their teachers, and their families in the 14 bypassed LEAs in Virginia.
ESEP170051AP	MO Bypass Contract Equitable Services to Eligible Private School Students - to provide equitable services under Title I to eligible children attending private schools, their teachers, and their families in the 54 bypassed LEAs in Missouri.
ESEP170053AP	Teacher Quality Evaluation, Needs Assessment, Data Collection, and Analytic Support - to provide the Department with a range of evaluation and analytic support to enable the Department to support state and local education officials. Action 789. OSS
ESEP170057AP	Administrative, logistical, and/or technical support for technical assistance activities and the development of publications and documents. OSS
ESEP170059AP	The Contractor shall provide administrative and logistical support for activities associated with arranging for meetings, consultants' travel, lodging, per diem, honorarium, etc. Logistical and Administrative Support Svs for Meetings and Conferences. OSS
ESEP170060AP	Preschool Technical Assistance (TA) and Work Management contract: Monthly reports, conflicts of interest, setting up plan, managing deliverables, other management support including leadership staffing; GRADS 360 grants management data system – SOW, budget, online presence; Collaboration with other TA providers; Print, Products, and Communication; Meetings (annual grantee meeting, Peer Exchange Network); Communities of Practice (and portal)-Develop an interactive community of practice across the continuum of early childhood programs and systems and identify existing federal resources and develop new resources and tools to help programs and systems develop effective policies, practices, and strategies that are aligned to the recommendations in the early learning policy statements. OEL
ESEP170064AP	Funding NIEER to: •Convene a group of experts to determine what data could be used to track where States are with the inclusion of children with disabilities in early childhood programs. •Develop an indicator (or indicators) would become part of the annual Preschool year book, which NIEER could collect and report on an annual basis.
ESEP170065AP	A research study on the inclusion of preschool children with disabilities in early learning environments, the study would be funded by several entities with NAES raising an additional $500,000 to help make a robust study.
ESEP170066AP	Indian Education Professional Development Payback system. This task will collect data from grantees, participants, and employers to track the eligible employment of participants, who have received professional development funds, until their service obligations are fulfilled or they are referred to the ARG for repayment of part or all of the funding received. OIE

AMERICAN OVERSIGHT

ESEP170067AP	Enhancing Indian Education Logistics Services contract is to assist the Office of Indian Education (OIE) in the Office of Elementary and Secondary Education (OESE) in its efforts to collect and analyze data and report on the state of Indian education; provide technical assistance to grantees by disseminating information on evidence-based instructional methods and instructional strategies and the Elementary and Secondary Education Act (ESEA) federal programs; and provide logistical services for activities that are essential to the mission of the OIE - Option for Logistical Support for Discretionary Grants.
ESEP170068AP	Technical Assistance for OIE STEP and NYCP grantee - to collect and analyze data and report on the state of Indian education; provide technical assistance to grantees by disseminating information on evidence-based instructional methods and instructional strategies and the Elementary and Secondary Education Act (ESEA) federal programs.

AMERICAN OVERSIGHT

Key questions to consider

1. What times of the year does your office experience capacity constraints and what are the key drivers of work during those times?
2. What is the core work of your organization and what are the specific functions that employees are assigned to complete this critical work[1]? For example, making grant awards to recipients.
3. What work would you label as non-core but essential (NC/E) work and what are the specific functions that employees are assigned to complete this NC/E work? For example, a retreat to discuss best practices for providing technical assistance to grantees.
4. What work would you label as non-core and non-essential (NC/NE) and what are the specific functions that employees are assigned to complete this NC/NE work?
5. At current staffing levels:
    1. What core work is your office unable to address? What are the gaps? What are the risks to the office/Department if this work isn't completed?
    2. What FTE level and/or contract resources are necessary to fully meet the current core work of the office?
    3. What NC/E work is your office unable to address? What are the gaps? What are the risks to the office/Department if this work isn't addressed?
    4. What FTE level and/or contract resources are necessary to fully meet the current NC/E work of the office?
    5. If you could start from scratch with the same staffing and contract resources, how would you redistribute or redesign your office structure (numbers and grade levels)?
6. At a 10% increase and 10% decrease to current staffing levels:
    1. What core and NC/E work would your office add with a 10% increase and which functions would your office not be able to address at a 10% decrease?
    2. Which organizations within your office would you provide additional resources if you received a budget increase?
    3. Which organizations within your office would be most impacted by a budget decrease?
7. For all offices, please review your executive office staff numbers and grade structure and advise why your staffing levels are higher or lower than the median.

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[1] Office's core work is defined as work that must be done to meet its legislative mandates and legitimize its existence.

AMERICAN OVERSIGHT

8. What would you do differently to reduce executive office staffing?

9. For support offices, how many positions could you eliminate if discretionary resources decreased by 13%? What if the number of competitive grants, contracts, and regulations was cut in half?

10. Which Department-wide meetings do you find most and least helpful in meeting your office's mission

11. What other ideas do you have to reduce costs within your POC?

12. What ideas do you have to reduce costs across ED?

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 22 Sep 2017 15:48:43 +0000
To: DeVos, Betsy;Botel, Jason;EDCalendar
Subject: Canceled: Drop By: Meeting with Oglala Lakota County School Disctrict School Board Administrators

ATTENDEES: Dr. Anthony Fairbanks, Superintendent
Mr. Bryan Brewer, School Board President
Dr. Richard Zephier, School Board Member
Mr. Coy Sasse, Business Manager
Brian O'Connor, Director of Title Programs
Catherine Keeton, Development Director and Grant Writer

AMERICAN OVERSIGHT

From: Stratman, Karen
Sent: 22 May 2017 15:50:51 +0000
To: Stratman, Karen;Botel, Jason;Coxen, Carrie;Rodriguez, Celeste;Kelly, Patrick
Subject: Canceled: Final Fellowship Selection Review
Importance: High

UPDATE 5/22: Pulling this down since Jason has materials and has already met with Josh.

UPDATE 5/17: Changing the time to accommodate Jason's schedule, as per Carrie; updated materials provided by the end of the week.

NOTE: We will provide materials the day before. Thanks!

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 13 Apr 2017 14:08:12 +0000
To: Venable, Joshua;Botel, Jason
Subject: Canceled: Hold: Meeting on OMB/Regulatory Executive Order
Importance: High

AMERICAN OVERSIGHT

From: Petersen, Molly
Sent: 6 Jul 2017 13:27:36 +0000
To: Petersen, Molly;Botel, Jason;Rinkus, Christopher;Rooney, Patrick;Zarish-Becknell, Kim;Wilson, Linda;Dixon, Doris;Coxen, Carrie
Subject: Canceled: Hold for Hill call with Big 4 on regs
Importance: High

Call requested with big 4 to discuss regulations now that CRA's have been formalized. JASON HAS A CONFLICT. Putting a new hold on for monday

Molly

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 15 Jun 2017 23:23:28 +0000
To: DeVos, Betsy;Botel, Jason
Subject: Canceled: Meeting with Elaine Wynn, Communities in Schools
Importance: High

Staff: Ebony Lee
Attendee List:
Elaine Wynn, Trustee, Elaine P. Wynn & Family Foundation, Chairman, Communities In Schools
Bill Milliken, Founder and Vice-Chairman, Communities In Schools
Dale Erquiaga, President & CEO, Communities In Schools

Purpose of the Meeting: The purpose of the meeting is to introduce the Secretary to the Communities In Schools model, discuss potential partnerships around ESSA implementation, and to learn more about her vision.

Background Information on Communities In Schools: Working directly in more than 2,300 schools—district, charter, and private—across 25 states and the District of Columbia, Communities In Schools is in schools full-time, building relationships with students to empower them to stay in school and succeed in life. During the 2015-2016 school year, Communities In Schools served nearly 1.5 million students and successfully helped 99 percent case-managed students stay in school. We believe ESSA gives CIS a great opportunity to partner with the Department, especially around ESSA implementation and Integrated Student Supports. We look forward to discussing our model and being a resource in whatever way the Secretary may need us.

Should you seek any further information on Communities In Schools you can find it here.

AMERICAN OVERSIGHT

From: Ahmady, Lori
Sent: 17 Apr 2017 14:11:22 +0000
To: Ahmady, Lori;Botel, Jason;Washington, Mark;Chism, Monique;Jackson, Stacie G.;Johnston, Michael
Subject: Canceled: OESE All Staff Meeting
Importance: High

This is a "save the date" note for potential OESE All Staff meetings. As soon as meetings are confirmed, I will replace this "save the date" note with the actual time of the event.

DATE	TIME	COMMENTS
Wednesday,May 24	Time to be determined (8:00 am - 4:00 pm)	
Wednesday, June 28	Time to be determined (8:00 am - 4:00 pm)	
Wednesday, July 19	Time to be determined (8:00 am - 4:00 pm)	
Wednesday, August 30	Time to be determined (8:00 am - 4:00 pm)	
~~September~~	~~NA~~	No meeting scheduled due to end of the fiscal year deadlines
Wednesday, October 18	Time to be determined (8:00 am - 4:00 pm)	
~~November~~		No rooms available
Tuesday, December 5	Time to be determined (8:00 am - 4:00 pm)	

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 2 May 2017 20:22:27 +0000
To: DeVos, Betsy;EDCalendar;Bailey, Nathan;Botel, Jason;Breeding, Nathaniel;Brickman, Michael;Buchesky, Stanley;Chamberlain, Michael;Coxen, Carrie;Cox-Roush, Deborah;Davis, Martha;Delahunty, Sarah;Eck, Kevin;Eitel, Robert;Ferguson, Gillum;Frendewey, Matthew;Goad, Robert;Ham, Holly;Hill, Elizabeth;Holden, Ronald;Hudson, Alexandra;Jackson, Candice;Jones, Amy;Kossack, Andrew;Lee, Ebony;Manning, James;Newman, Jessica;Oberlies, Michael;Reynolds, Cody;Riemer, Jeffrey (Justin);Ruddock, Neil;Shaheen, Patrick;Simmons, Lee (Dougie);Smith, Kathleen;Toner, Jana;Venable, Joshua;Ventimiglia, Eric;Viana, Jose
Subject: Canceled: Political All-Staff Meeting
Importance: High

AMERICAN OVERSIGHT

From: McHugh, Erin
Sent: 1 May 2017 18:58:43 +0000
To: McHugh, Erin;Maraj, Ashley;Ingram, Geyssie;Juengst, Phillip;Conaty, Joe;Brock, Thomas;McLaughlin, Joan;Lee, Ebony;Botel, Jason;Chism, Monique;Rooney, Patrick;Washington, Mark;Clark, Jane;Tate, Christopher;Akinsipe, Jasmine;Lettvin, Ellen;Cordes, Bill;Hammer, Victoria;Ramakis, Jessica;Anand, Supreet;Koeppel, Dennis;Wexler, Rob;Proctor, Tammy;Logan-Friend, Jocelyn;Ryder, Ruth;Kavulic, Christy;Minami, Kristine;Morgan, Earl;Bergstrom, Peter;Coxen, Carrie;Anderson, Margo
Cc: Jackson, Candice;Silverberg, Marsha;Viana, Jose;Stein, Charlotte;Williams, Cheron;Kesner, Paul;paulkesn@mac.com
Subject: Canceled: Quarterly Performance Review
Attachments: P-12 Goals QPR Agenda_May 2017.pdf, 2014-15_APR_Performance_Benchmarking_CFOActAgencies.pdf, ED_Performance_FY14-16_Trend.pdf, Goal2_Performance_FY14-16_Trend.pdf, Goal3_Performance_FY14-16_Trend.pdf, Goal4_Performance_FY14-16_Trend.pdf, Quarterly_Metrics_MidYear_2017.pdf, Q2FY17_FY14-18SPLinkedtoFY18-22SP.pdf, QPR_FY17_Data_Call_Timeline.pdf
Importance: High

5/16 Update - A recent, high priority addition to Joe Conaty' s calendar prevents him from attending the QPR on Thursday and we need to reschedule this meeting. We will aim to identify a new date and time and resend the calendar invitation soon. Thank you!

Hello! Please see attached for pre-read materials for next week's Quarterly Performance Review (QPR) on P-12 (FY14-18 Goals 2-4 // FY18-22 Proposed Goal 1).
We will NOT be reviewing these documents in detail during the meeting. However, given the purpose of this meeting is to conduct a strategic review of ED's performance, these materials are provided for your reference and preparation for the discussion.
Attached are:

* The QPR agenda – Recommend reviewing in advance as this document includes optional pre-reads for the research discussion and topics you identified for discussion in the Q2 data call.
* 2014-15 APR Performance Benchmarking – Provides benchmarking that shows how ED has performed on its Strategic Plan (SP) compared to how other CFO Act agencies perform on their SPs.
* ED Performance FY14-16 Trend – Provides the overall snapshot of the portfolio both from a metrics and progress assessment perspective.
* Goal Handout – Provides the same as the overall trend (above bullet) except it is specific to the goal.
* Quarterly metrics performance to date – Provides information on quarterly performance metric data as of Q2.
* Q2 FY17 FY-18 SP Linked to FY18-22 SP – Identifies connections between the current SP and the proposed framework for the FY2018-22 SP.
* Data call timeline – For reference.

Please hold this time for our Quarterly Performance Review (QPR). This QPR will focus on P-12 (FY14-18 Goals 2-4 // FY18-22 Proposed Goal 1).
Materials and agenda to follow. Thank you!

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*ED's **mission** is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

U.S. Department of Education
Quarterly Performance Review (QPR)
May 18, 2017
Room 1W128

Agenda

- Welcome and Introductions – Joe Conaty (5 minutes)

- Strategic Review (25 minutes)

    - Overview of Select Research – Marsha Silverberg
        - The Importance of Parent and Student Information for Expanding Educational Opportunities.
    - What We Heard: Your Recommendations from the Q2 Data Call
        - Discussion of the state plans received and status of the peer review process.
    - Based on what we've learned from our performance successes and challenges, what strategies should be employed to maximize the likelihood of success as we craft the FY 2018-2022 Strategic Plan?

- Intersection with the Agency Reform Plan (25 minutes)

    - What enterprise performance issues have you identified that you think should inform the agency reform and workforce reduction plans?

- Closing and Next Steps – Erin McHugh (5 minutes)

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BENCHMARKING SAMPLING of CFO ACT AGENCIES 2014-2015 ANNUAL PERFORMANCE

*Department of Education

DEPARTMENT OF ENERGY

Department of Homeland Security

Department of Transportation

USDA

Department of Justice

HEALTH and HUMAN SERVICES

Department of Commerce

NATIONAL SCIENCE FOUNDATION

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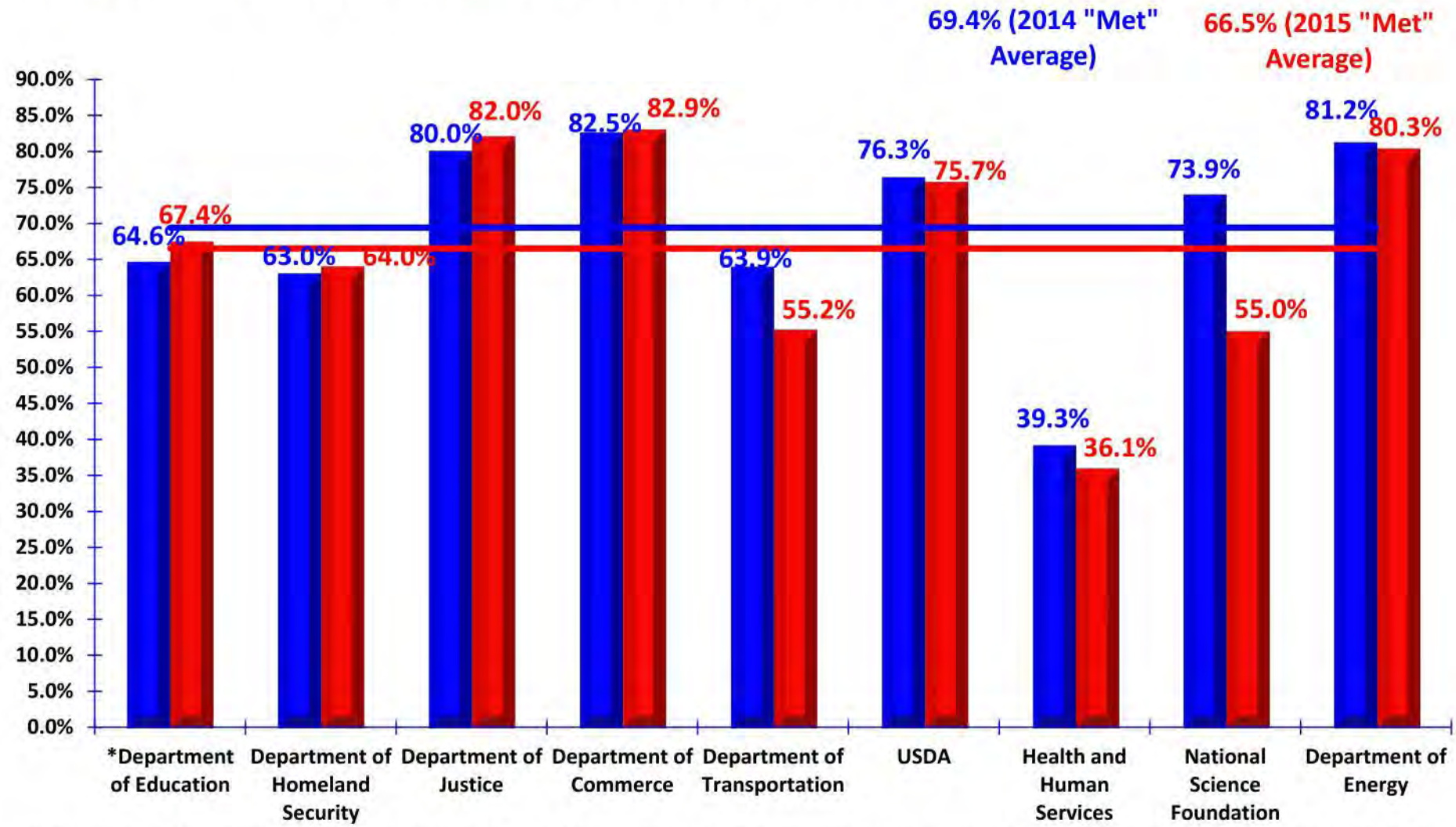
2014 - 2015 ANNUAL PERFORMANCE BENCHMARKING



Note: Not accounting for any other variable except the total number of performance metrics "Met" versus "Not Met," in each respective year, an agency above the average trend line performed better than an agency below the line. Also reviewed USAID, Labor, EPA, HUD and Treasury but could not ascertain overall performance.

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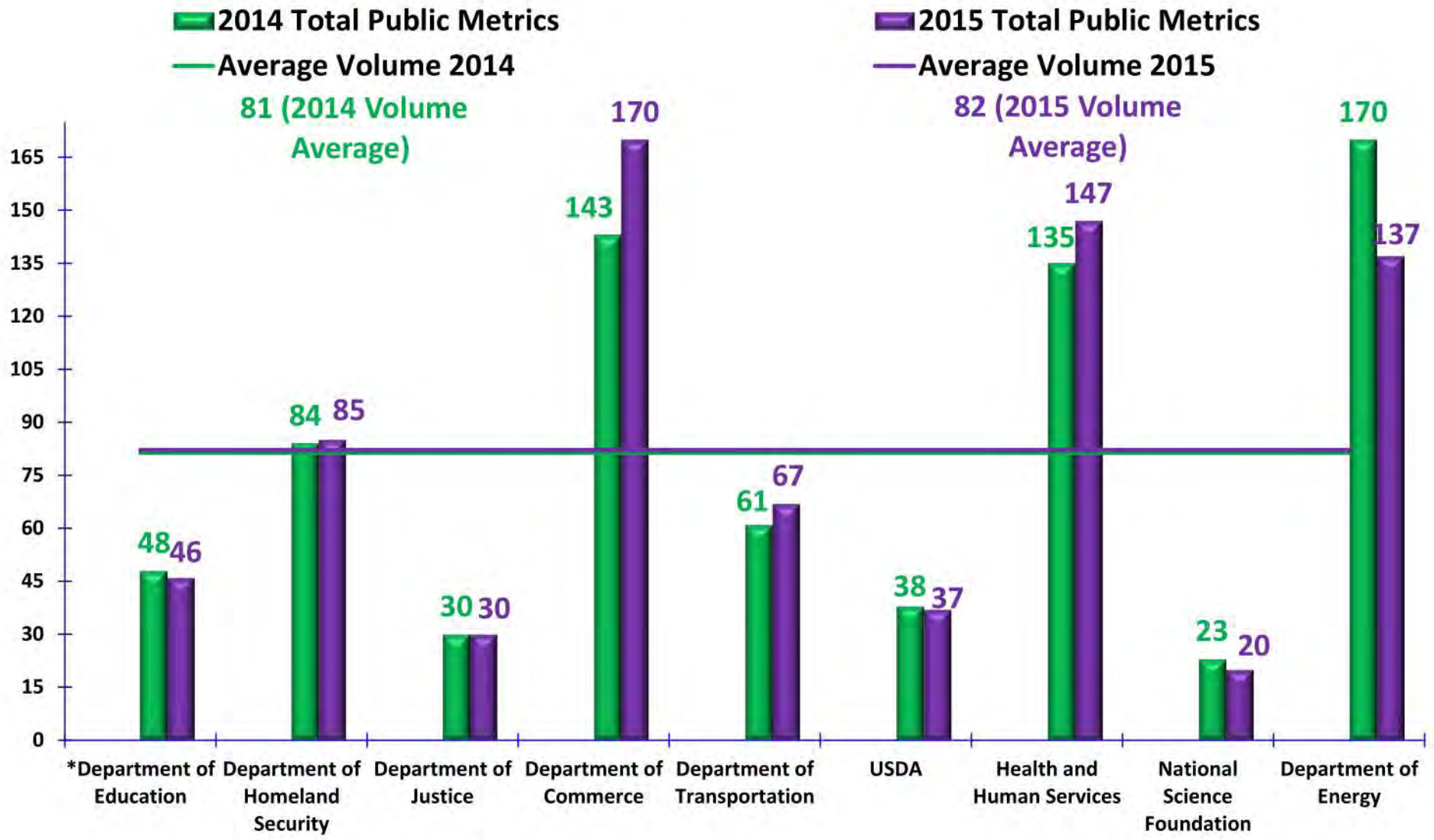
For ED Internal Discussion Purposes Only

2014 – 2015 PERFORMANCE METRIC VOLUME



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OVERVIEW of the DEPARTMENT'S PERFORMANCE METRICS

Each numbered slicer (filter) and selection will update the Frequency of Reporting table and Strategic Plan Portfolio of Metrics chart.

I. Status

Active	Retired 2016
Retired 2014	Retired 2015

II. Fiscal Years (FY) Metric "Active"

- 2014, 2015, 2016
- 2014, 2015, 2016, 2017
- 2016
- 2016, 2017
- 2014
- 2017
- 2014, 2015

III. Metric Type

External	Internal

IV. Frequency

Annual	Quarterly
Biennial	Quadrennial

VII. FY14 Target Met?

Met	NA
No Target	Not Met

VIII. FY15 Target Met?

Met	NA	Not Met	Data Not Avail: Ret.
Data Not Available...	No Target	Not Active	Ret. Prior to EoY R...

IX. FY16 Target Met?

Data not Rep'ted: ...	Data not Rep'ted: ...	Met	NA
No Target	Not Met	TBD	Data not reported...

FY17 Target Status Mid-Year

Met
NA

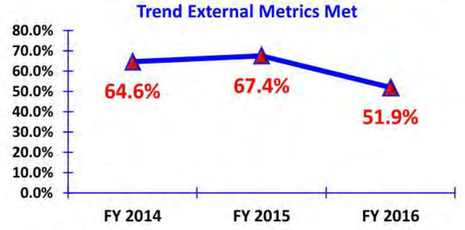
FY17 Target Status EoY

TBD	NA

3-YR TREND of FY 2014-2018 STRATEGIC PLAN METRIC (INDICATOR) PERFORMANCE

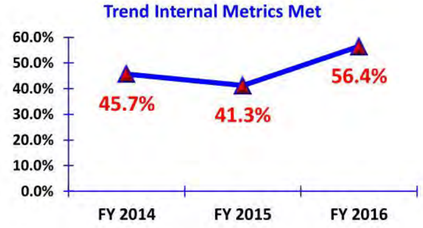
External (Public) Metrics

	FY 2014	FY 2015	FY 2016
Met	31	31	27
Total Metrics	48	46	52
% Met	64.6%	67.4%	51.9%
Year/Year Delta		4.3%	-23.0%



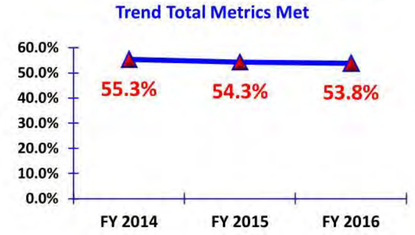
Internal Metrics

FY 2014	FY 2015	FY 2016
21	19	22
46	46	39
45.7%	41.3%	56.4%
	-9.5%	36.6%

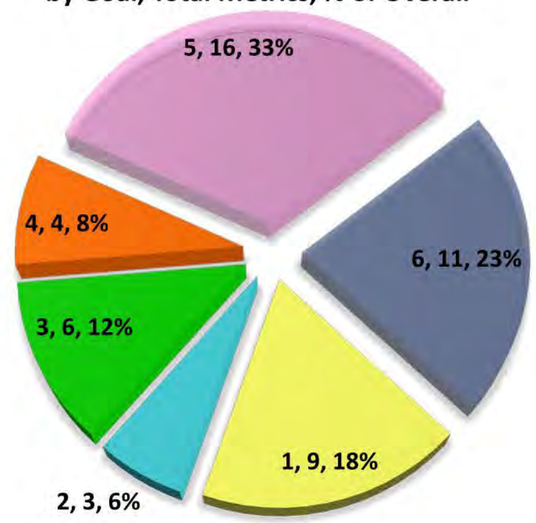


Total Metrics

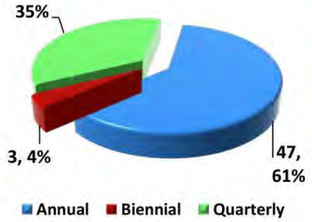
FY 2014	FY 2015	FY 2016
52	50	49
94	92	91
55.3%	54.3%	53.8%
	-1.8%	-0.9%



Portfolio of Metrics by Strategic Goal Teams by Goal, Total Metrics, % of Overall



2017 Portfolio of Metrics Frequency of Reporting

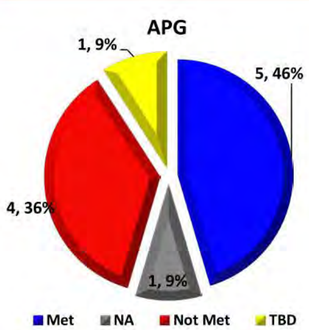


Status (All)

Slicer Selections Update Table and Portfolio of Metrics by Strategic Goal Teams Graph

Strategic Goal	Total Metrics
1	9
2	3
3	6
4	4
5	16
6	11
Grand Total	49

FY 2016 OVERVIEW BY METRIC SOURCE



Active FY

2014, 2015, 2...	2016, 2017
2014	2017
2014, 2015	2014, 2015, 2...
2016	

Metric Source

APG	QPR	SO

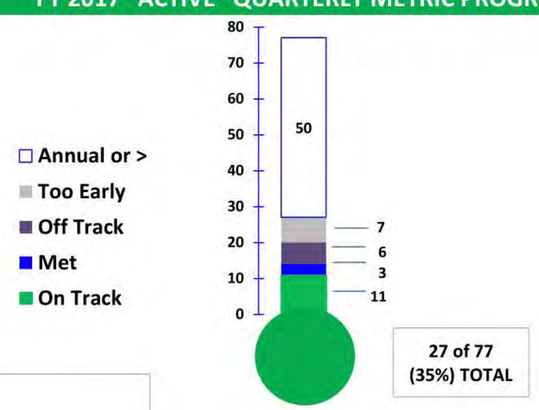
Frequency

Annual	Quarterly
Biennial	Quadrennial

Status	Total Metrics
Met	5
NA	1
Not Met	4
TBD	1
Grand Total	11

APG = Agency Priority Goals; QPR = Quarterly Performance Reviews; SO = Strategic Objectives

FY 2017 "ACTIVE" QUARTERLY METRIC PROGRESS



Slicer Legend: **Selected Item with Data -- Blue-filled button** | Unselected Item with Data -- Gray-filled button
Selected Item with no Data -- White-filled button | **Unselected Item with no Data -- Black-filled button**

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FY 2014-2016 Performance Metric Trend by Strategic Goal / Objective

Strategic Goal No.
1 2 3 4 5 6

Strategic Objectives
1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 3.1 3.2
3.3 4.1 4.2 5.1 5.2 5.3 5.4 6.1 6.2 6.3 6.4

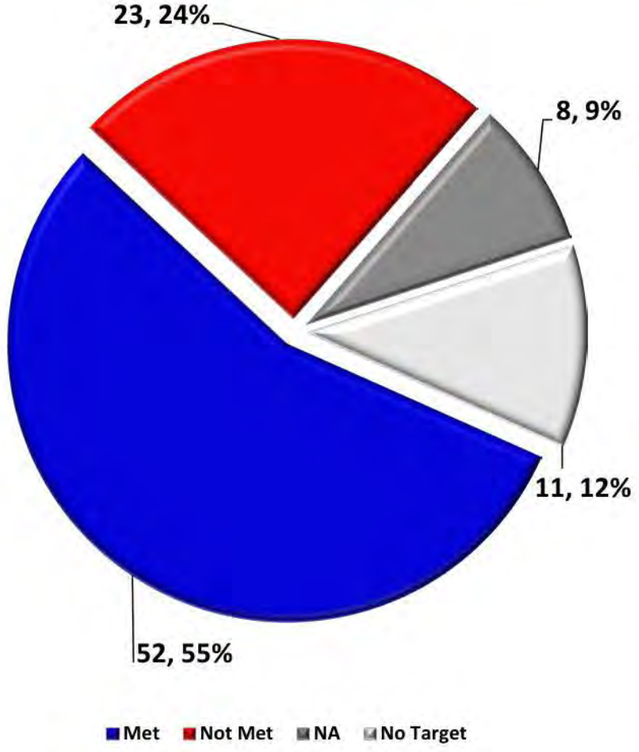
Metric Type
External
Internal

2014	Metric Status
Met	52
Not Met	23
NA	8
No Target	11
Total Metrics	94

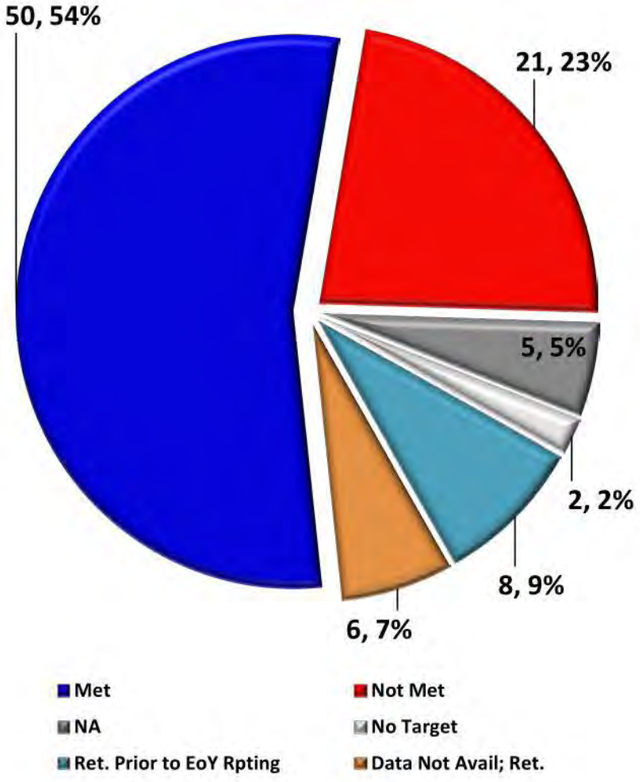
2015	Metric Status
Met	50
Not Met	21
NA	5
No Target	2
Ret. Prior to EoY Rpting	8
Data Not Avail; Ret.	6
Total Metrics	92

2016	Metric Status
Met	49
Not Met	29
NA	2
No Target	3
TBD	5
Data not Rep'ted; Ret. Prior to EoY Rpting	2
Data not Rep'ted; Ret. After EoY Rpt	1
Total Metrics	91

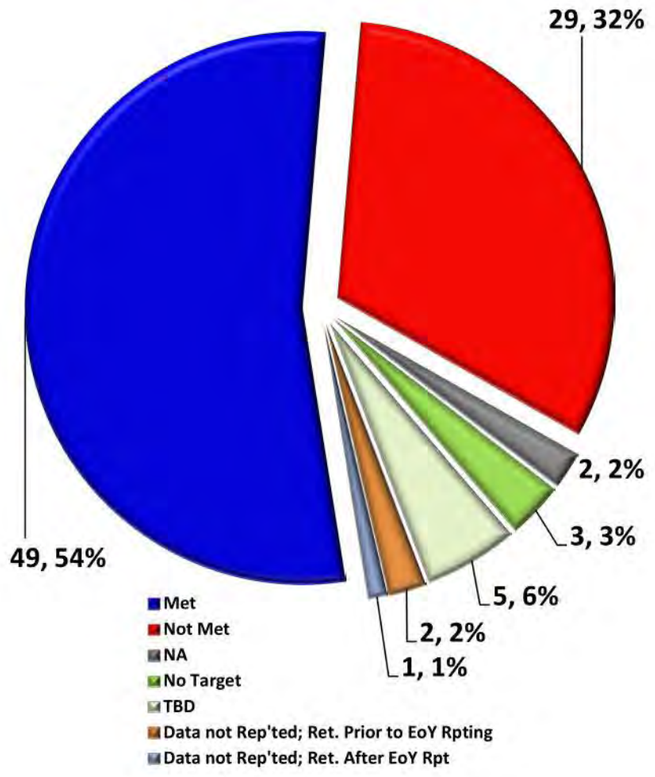
FY 2014 Metrics Met/Not Met Status



FY 2015 Metrics Met/Not Met Status



FY 2016 Metrics Met/Not Met Status



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FY 2014-2016 Performance Metric Trend by Strategic Goal / Objective

Strategic Goal No.
1
2
3
4
5
6

Strategic Objectives										
2.1	2.2	2.3	2.4	2.5	1.1	1.2	1.3	1.4	3.1	3.2
3.3	4.1	4.2	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4

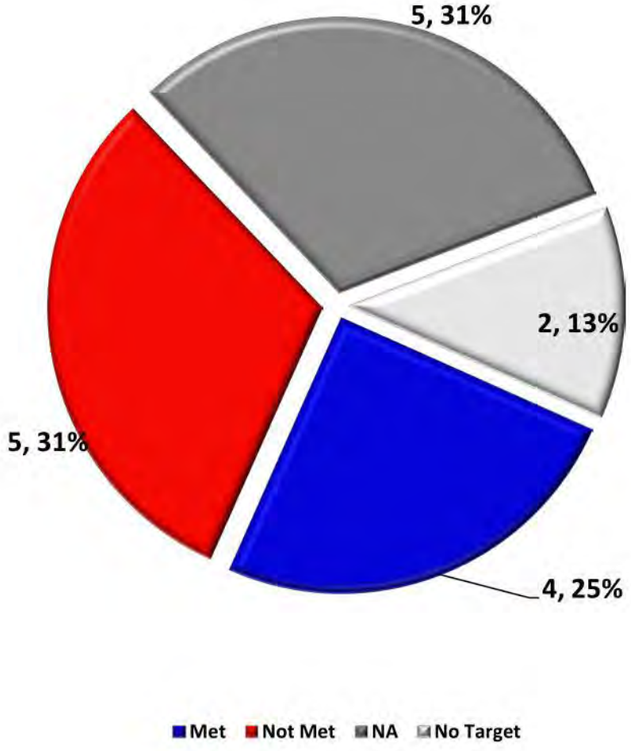
Metric Type
External
Internal

2014	Metric Status
Met	4
Not Met	5
NA	5
No Target	2
Total Metrics	16

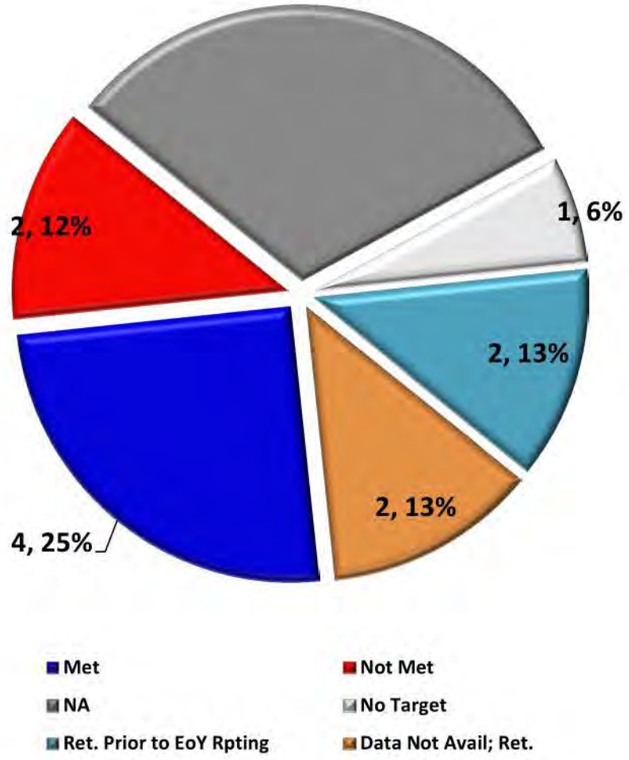
2015	Metric Status
Met	4
Not Met	2
NA	5
No Target	1
Ret. Prior to EoY Rpting	2
Data Not Avail; Ret.	2
Total Metrics	16

2016	Metric Status
Met	3
Not Met	6
NA	1
TBD	3
Data not Rep'ted; Ret. Prior to EoY Rpting	2
Total Metrics	15

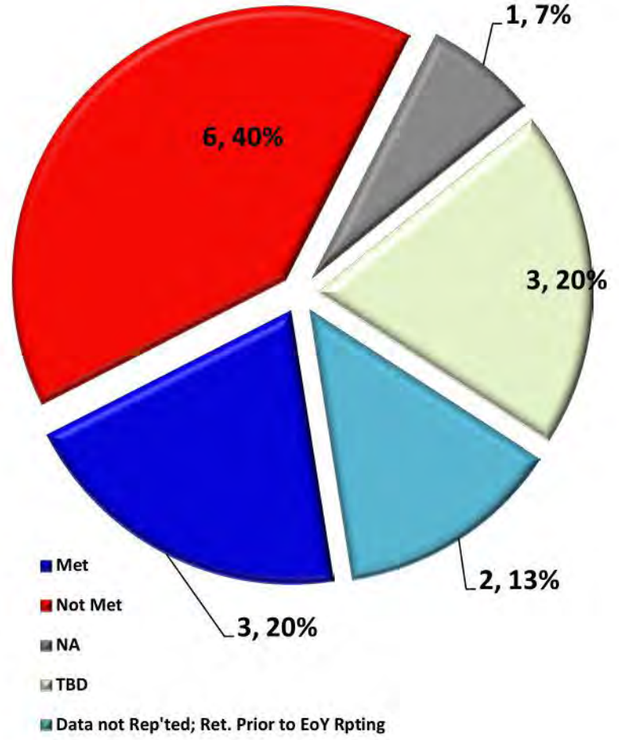
FY 2014 Metrics Met/Not Met Status



FY 2015 Metrics Met/Not Met Status



FY 2016 Metrics Met/Not Met Status



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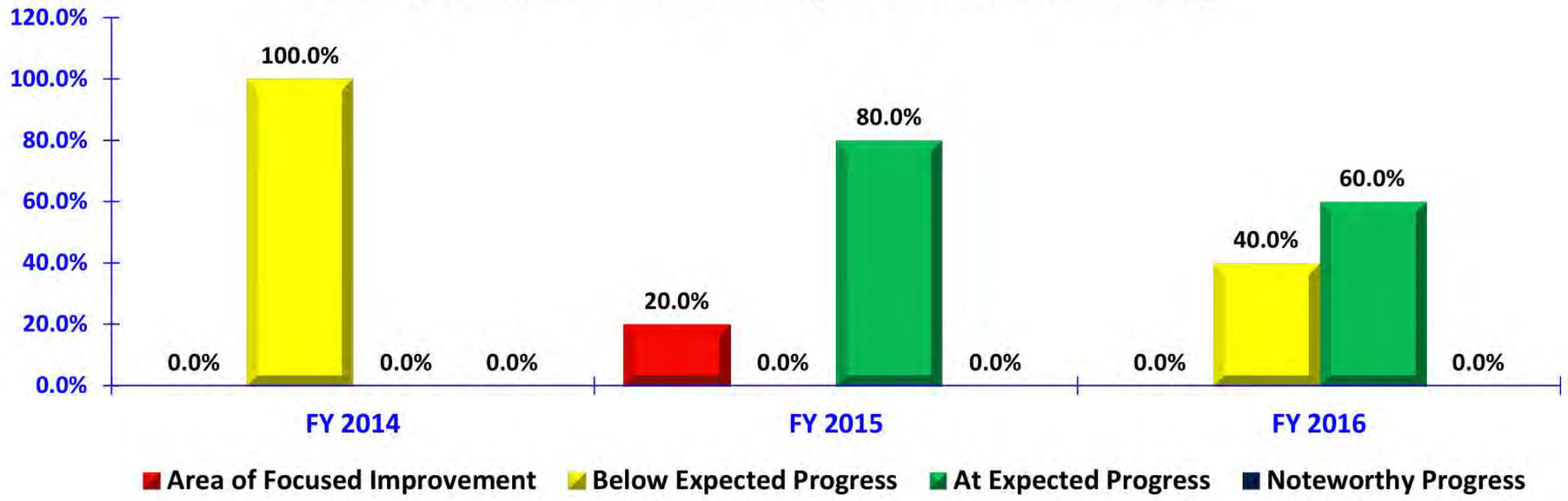
FY 2014-2016 Strategic Objective Progress Assessments 3-Year Trend

Select the Strategic Goal No. to view the Fiscal Years 2014-2016 Progress Assessment Trend

1	2	3	4	5	6

% of Strategic Objectives in each Progress Assessment Category



2014 Progress Assessments	Strategic Objectives
Below Expected Progress	5
2.1	
2.2	
2.3	
2.4	
2.5	
2014 Strategic Objectives	5

2015 Progress Assessments	Strategic Objectives
At Expected Progress	4
2.1	
2.2	
2.3	
2.4	
Area of Focused Improvement	1
2.5	
2015 Strategic Objectives	5

2016 Progress Assessments	Strategic Objectives
At Expected Progress	3
2.3	
2.4	
2.5	
Below Expected Progress	2
2.1	
2.2	
2016 Strategic Objectives	5

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FY 2014-2016 Performance Metric Trend by Strategic Goal / Objective

Strategic Goal No.

1	2	3	4	5	6

Strategic Objectives

3.1	3.2	3.3	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4
2.5	4.1	4.2	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4

Metric Type

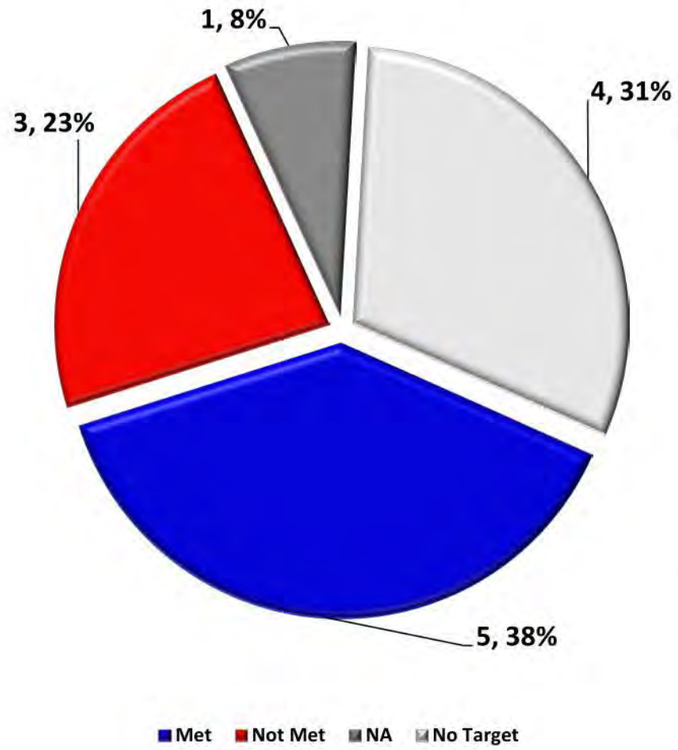
External
Internal

2014	Metric Status
Met	5
Not Met	3
NA	1
No Target	4
Total Metrics	13

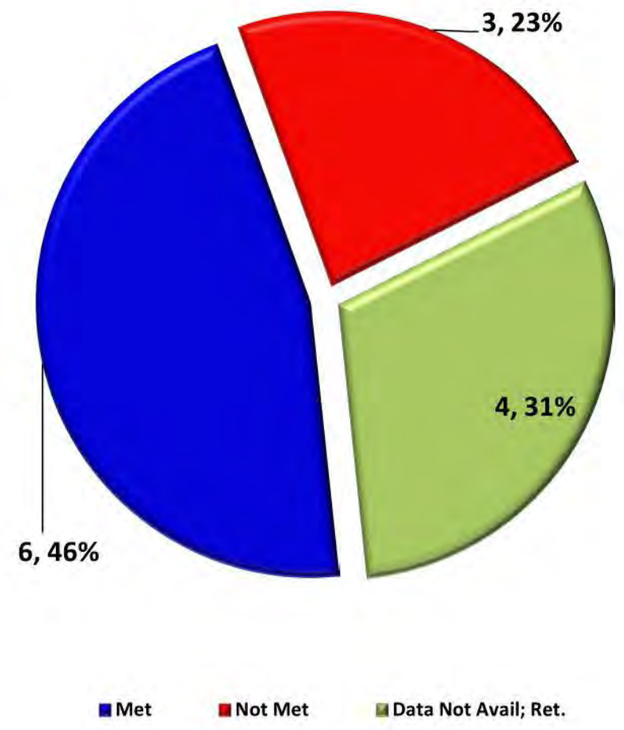
2015	Metric Status
Met	6
Not Met	3
Data Not Avail; Ret.	4
Total Metrics	13

2016	Metric Status
Met	6
Not Met	2
NA	1
TBD	2
Total Metrics	11

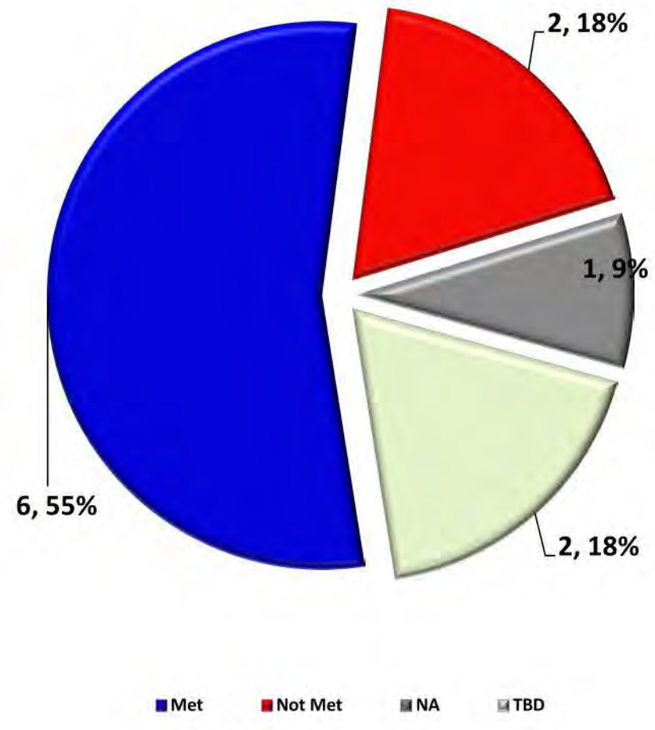
FY 2014 Metrics Met/Not Met Status



FY 2015 Metrics Met/Not Met Status



FY 2016 Metrics Met/Not Met Status



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FOR ED INTERNAL DISCUSSION PURPOSES ONLY

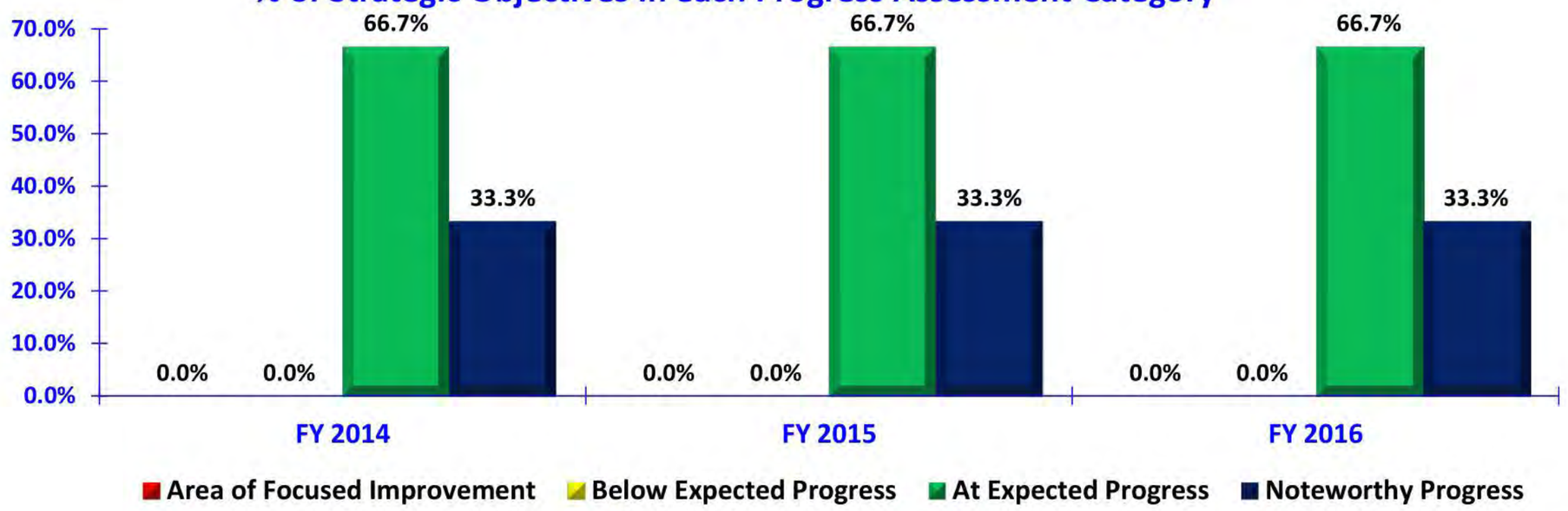
ED-17-0431-F-002205

FY 2014-2016 Strategic Objective Progress Assessments 3-Year Trend

Select the Strategic Goal No. to view the Fiscal Years 2014-2016 Progress Assessment Trend

1 | 2 | **3** | 4 | 5 | 6

% of Strategic Objectives in each Progress Assessment Category



2014 Progress Assessments	Strategic Objectives
Noteworthy Progress	1
3.3	
At Expected Progress	2
3.1	
3.2	
2014 Strategic Objectives	3

2015 Progress Assessments	Strategic Objectives
Noteworthy Progress	1
3.3	
At Expected Progress	2
3.1	
3.2	
2015 Strategic Objectives	3

2016 Progress Assessments	Strategic Objectives
Noteworthy Progress	1
3.1	
At Expected Progress	2
3.2	
3.3	
2016 Strategic Objectives	3

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FY 2014-2016 Performance Metric Trend by Strategic Goal / Objective

Strategic Goal No.
1 2 3 **4** 5 6

Strategic Objectives										
4.1	**4.2**	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5
3.1	3.2	3.3	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4

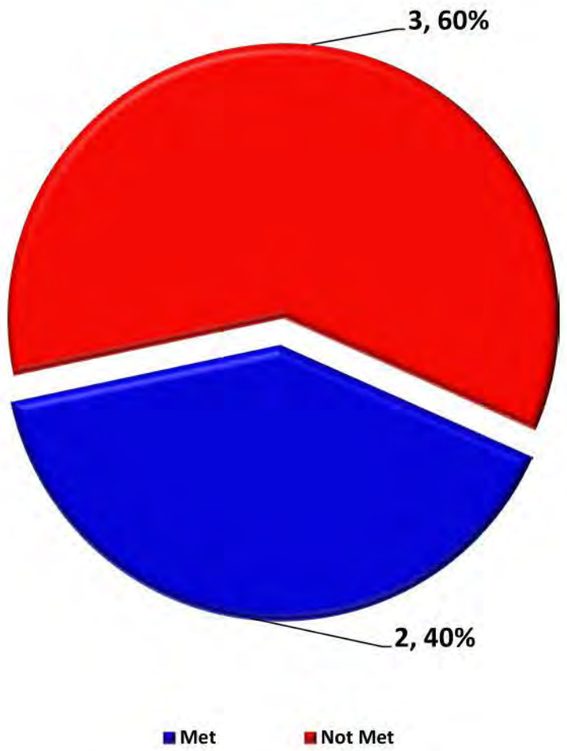
Metric Type
External
Internal

2014	Metric Status
Met	2
Not Met	3
Total Metrics	5

2015	Metric Status
Met	3
Not Met	2
Total Metrics	5

2016	Metric Status
Met	4
Not Met	2
Data not Rep'ted; Ret. After EoY Rpt	1
Total Metrics	7

FY 2014 Metrics Met/Not Met Status



FY 2015 Metrics Met/Not Met Status

FY 2016 Metrics Met/Not Met Status

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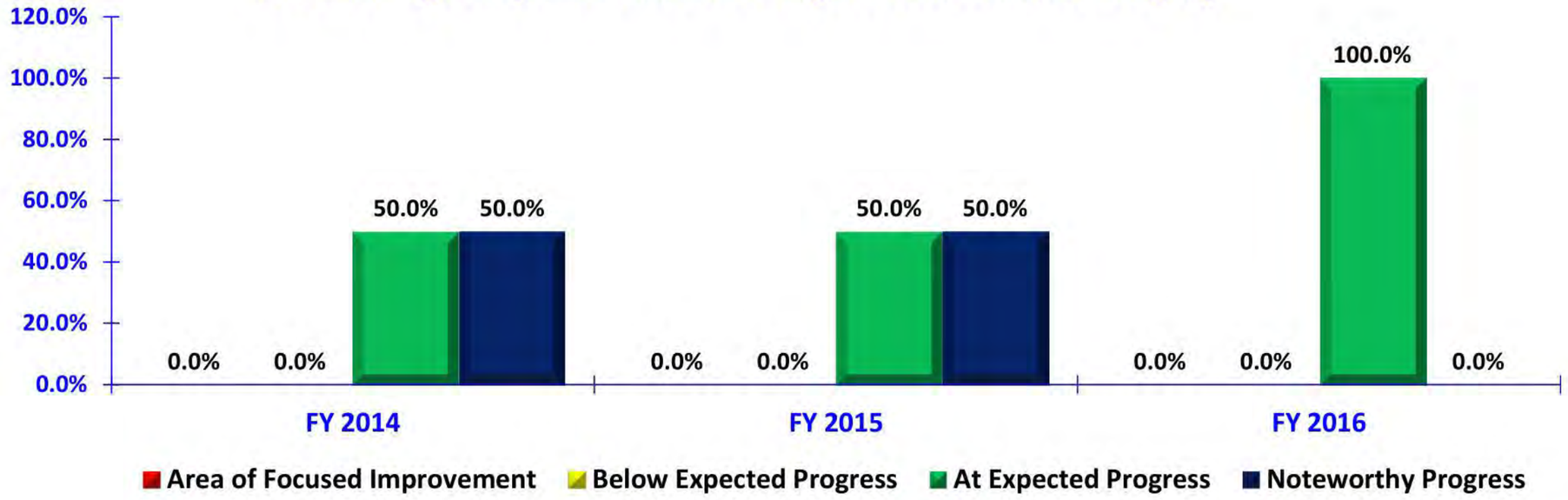
FY 2014-2016 Strategic Objective Progress Assessments 3-Year Trend

Select the Strategic Goal No. to view the Fiscal Years 2014-2016 Progress Assessment Trend

1	2	3	4	5	6

% of Strategic Objectives in each Progress Assessment Category



2014 Progress Assessments	Strategic Objectives
Noteworthy Progress	1
4.2	
At Expected Progress	1
4.1	
2014 Strategic Objectives	2

2015 Progress Assessments	Strategic Objectives
Noteworthy Progress	1
4.2	
At Expected Progress	1
4.1	
2015 Strategic Objectives	2

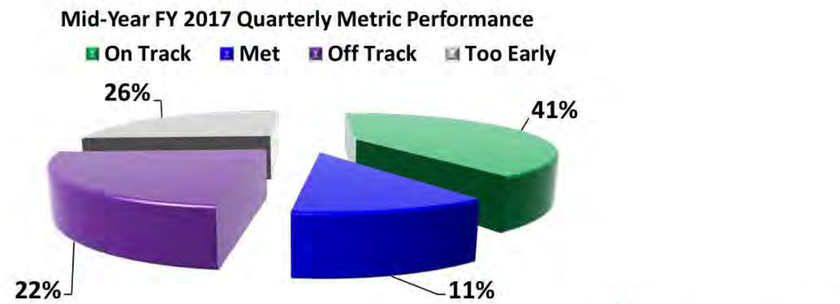
2016 Progress Assessments	Strategic Objectives
At Expected Progress	2
4.1	
4.2	
2016 Strategic Objectives	2

AMERICAN OVERSIGHT

OVERVIEW of the DEPARTMENT'S FY 2017 QUARTERLY METRICS

Legend and Summary Table

	On Track	11	40.7%
	Met	3	11.1%
	Off Track	6	22.2%
	Too Early	7	25.9%
Total Quarterly Metrics		27	



Status	Active
Active FY	(All)
Frequency	Quarterly

"Not Met" in FY 2016
"Met" in FY 2016

ACTUALS

Performance Metric	2012	2013	2014	2016	Q1 FY17	Q2 FY17	FY17 Totals	FY17 Target	Q1 + Q2 FY 16 Actuals	Performance Compared to Q2 FY16
1.1.E										
Number of data points or other information reports released on the FSA Data Center				15.000	7.000	2.000	**9.000**	**30.000**	**8.000**	
4.2.A										
Percentage of proactive civil rights investigations launched annually that address areas of concentration in civil rights enforcement	0.000	0.070	0.210	0.200	0.000	0.000	**0.000**	**0.150**	**0.000**	
4.2.B										
Percentage of proactive civil rights investigations resolved annually that address areas of concentration in civil rights enforcement	0.000	0.080	0.150	0.330	0.000	0.120	**0.120**	**0.160**	**0.000**	
5.1.A										
Number of public data sets included in ED Data Inventory and thus linked to Data.gov or ED.gov websites	0.000	55.000	66.000	94.000	94.000	0.000	**94.000**	**104.000**	**87.000**	
5.1.B										
Number of states linking K-12 and postsecondary data with workforce data	5.000	12.000	20.000	28.000	28.000	0.000	**28.000**	**25.000**	**26.000**	
5.1.C										
Number of states linking K-12 with early childhood data	8.000	19.000	26.000	35.000	35.000	0.000	**35.000**	**32.000**	**33.000**	
5.1.D										
Web traffic to the College Scorecard				1,427,797.000	319,510.000	246,911.000	**566,421.000**	**1,800,000.000**	**1,292,456.000**	
5.1.Int1										
Annual number of unique page views to education.data.gov website			92,756.000	169,139.000	45,028.000	46,466.000	**91,494.000**	**179,860.000**	**98,355.000**	
5.1.Int2										
Number of states actively using data systems to support and inform improvements			18.000	32.000	32.000	1.000	**33.000**	**26.000**	**29.000**	
5.1.Int3										
Number of states mapping their data models with the common education data standards			20.000	23.000	23.000	0.000	**23.000**	**30.000**	**20.000**	
5.2.A										
Average time to close "cases" (PTAC + FPCO)	0.000	10.000	9.000	6.060	0.000	5.110	**5.110**	**6.709**	**6.000**	
5.2.Int1										
Percentage of cases that are closed within two weeks (PTAC + FPCO)			0.862	0.912	0.000	0.931	**0.931**	**0.900**	**0.907**	
5.2.Int2										
Average age of open "correspondence and complaints"(FPCO)				323.600	0.000	304.500	**304.500**	**300.000**	**345.400**	
5.2.Int3										
Extent of proactive general technical assistance.			45,694.000	289,570.000	0.000	167,146.000	**167,146.000**	**225,000.000**	**131,274.000**	
5.2.Int4										
Number of targeted technical assistance activities			90.000	85.000	0.000	45.000	**45.000**	**81.000**	**47.000**	
5.3.B										
Number of peer-reviewed, full-text resources in the Education Resources Information Center (ERIC)	0.000	23,512.000	27,292.000	47,573.000	2,541.000	3,535.000	**6,076.000**	**40,892.000**	**43,068.000**	**Methodology of what is counted being revisited.**

AMERICAN OVERSIGHT

OVERVIEW of the DEPARTMENT'S FY 2017 QUARTERLY METRICS

Performance Metric	2012	2013	2014	2016	Q1 FY17	Q2 FY17	FY17 Totals	FY17 Target	Q1 + Q2 FY 16 Actuals	Performance Compared to Q2 FY16
5.3.C										
Number of visits to the What Works Clearinghouse (WWC) website **5.3.D**				3,756,724.000	185,778.000	189,227.000	**375,005.000**	**2,164,536.000**	**2,844,606.000**	**Methodology of what is counted being revisited.**
Number of completed project evaluations from grantees of select discretionary grant programs in a given fiscal year that meet What Works Clearinghouse (WWC) Evidence Standards **6.1.A**				20.000	3.000	1.000	**4.000**	**10.000**	**5.000**	
Percent of selections made per job opportunity announcement (JOA) **6.1.C**				0.700	0.000	1.220	**1.220**	**0.512**	**0.399**	**Methodology of what is counted being revisited.**
Time to hire **6.2.A**	0.000	0.650	0.850	0.791	0.000	0.875	**0.875**	**0.700**	**0.731**	
Percentage of Department grant recipients without any Single Audit Findings **6.2.B**					0.000	0.873	**0.873**	**0.861**	**NA**	**NA -- Added FY 2017**
Compliance rate of contractor evaluation performance reports **6.2.Int5**	0.000	0.850	0.970	0.958	0.000	0.904	**0.904**	**1.000**	**0.940**	
Percentage of Single Audits resolved within 6 months **6.4.A**				0.973	0.000	0.980	**0.980**	**0.950**	**NA**	**NA -- Added FY 2017**
Number of ED IT security incidents **6.4.E**	756.000	755.000	445.000	291.000	74.000	37.000	**111.000**	**291.000**	**137.000**	
Rent cost **6.4.Int2**	64,600,000.00	71,700,000.00	74,100,000.00	72,149,828.00	16,436,382.00	17,444,450.000	**33,880,832.000**	**74,470,439.000**	**37,976,029.000**	
Number of ED IT security breaches **6.4.Int3**			133.000	120.000	61.000	15.000	**76.000**	**121.000**	**50.000**	
Cyber Security Incident Response Time				2.780	0.000	0.180	**0.180**	**1.000**	**1.450**	

AMERICAN OVERSIGHT

Connecting the Work in the Current FY14-18 Strategic Plan (SP) to the New FY18-22 Design Framework

FY18-22 Strategic Plan Goal 1: Support state and local efforts to improve learning outcomes for all students, including underserved students and preschoolers.

Alignment to Current FY14-18 Strategic Plan (SP)
Example:

- GOAL 2: ELEMENTARY AND SECONDARY EDUCATION. Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready.
- Current performance metrics focus on states' college- and career-ready standards; disparity in out-of-school suspensions for students with disabilities and youths of color; persistently low graduation-rate high schools; STEM course completion among high school graduates.

Implementation Strategy and Results:

The new FY18-22 SP Goal 1's implementation strategy would encompass details related to high-quality education options; equal access to high-quality educational opportunities; students' access to rigorous course work.

Identifying Performance Metrics:

- Progress on how well we are implementing our strategies and executing against our SP to achieve the desired results are measured by the identification of performance metrics that are both a mix of ambitious and attainable goals.
- A review of the current portfolio of SP metrics in this goal area would help gauge if any are still meaningful in driving the Department's work forward.

FY18-22 Strategic Plan Goal 3: Support educational institutions, parents and communities in developing their capacity to improve outcomes for all students.

Alignment to Current FY14-18 Strategic Plan (SP)
Example:

- GOAL 5: CONTINUOUS IMPROVEMENT OF THE U.S. EDUCATION SYSTEM. Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, evidence, transparency, innovation, and technology.
- Current performance metrics focus on states linking to ED data; datasets in the ED data inventory; unique page-views to the education.data.gov site.

Implementation Strategy and Results:

The new FY18-22 SP Goal 3's implementation strategy would encompass details related to the different types of consumers of ED data and how they are accessing and using ED data.

Identifying Performance Metrics:

- Progress on how well we are implementing our strategies and executing against our SP to achieve the desired results are measured by the identification of performance metrics that are both a mix of ambitious and attainable goals.
- A review of the current portfolio of SP metrics in this goal area would help gauge if any are still meaningful in driving the Department's work forward.
  *Two examples include current metrics focused on the College Scorecard and states actively using data systems to support and inform improvements.

AMERICAN OVERSIGHT

Quarterly Performance Reviews (QPR) -- Estimated Data Call and QPR Dates -- For Planning Purposes

Red font indicates estimated data call due dates

Task Name	Duration	Start	Finish
QPR-Q1 FY17 Data Call to Goal Teams	7 days	Mon 1/9/17	Tue 1/17/17
QPR-Q1 FY17 Data Call due	1 day	Wed 1/18/17	Wed 1/18/17
QPR-Q1 FY17 with Goal Teams	4 days	Mon 3/6/17	Thu 3/9/17
QPR-Q2 FY17 Data Call to Goal Teams	13 days	Mon 4/3/17	Wed 4/19/17
QPR-Q2 FY17 Data Call due	1 day	Thu 4/20/17	Thu 4/20/17
QPR-Q2 FY17 with Goal Teams	3 days	Tue 5/16/17	Thu 5/18/17
QPR-Q3 FY17 Data Call	13 days	Mon 7/3/17	Wed 7/19/17
QPR-Q3 FY17 Data Call due	1 day	Thu 7/20/17	Thu 7/20/17
QPR-Q3 FY17 with Goal Teams	5 days	Mon 8/14/17	Fri 8/18/17
QPR-Q4 FY17 Data Call	14 days	Mon 10/2/17	Thu 10/19/17
QPR-Q4 FY17 Data Call due	1 day	Fri 10/20/17	Fri 10/20/17
QPR-Q4 FY17 with Goal Teams	3 days	Tue 11/14/17	Thu 11/16/17

AMERICAN OVERSIGHT

ED-17-0431-F-002212

From: RSFLG
Sent: 2 Oct 2017 16:38:35 +0000
To: RSFLG;Byard, Jeffrey;Gruber, Corey;Douglas.M.Fears@nsc.eop.gov;Amparo, Alex;Golrick, Janet M;bryan_arroyo@ios.doi.gov;Don Boyce;caraballo.mario@epa.gov;john.valliere@sba.gov;jmurphy@cns.gov;donna.oberry@dot.gov;brett.armstrong@gsa.gov;Botel, Jason;greg@nvoad.org;James.A.McAtamney@usdoj.gov;Mark.Smith@redcross.org;thompson.william.w@dol.gov;michael.thomas@treasury.gov;mark.s.roupas@hq02.usace.army.mil;Scott.Linsky@dm.usda.gov;Phalen, Susan;Breor, Scott;'Bornstein, Josh - DM';dlynott@eda.gov;Bborlik@eda.gov;Gladwell, Angela;Grimm, Michael;von Lehe, Arthur;Wright, Roy;Bennett, Gerilee;Hoffman, Sydney;Turi, Keith;Mark_J_Fleming@nsc.eop.gov;RenaHolland (HUD);Kim_Harriz@ios.doi.gov;joshua.barnes@hhs.gov;Goldbloom-Helzner.David@epa.gov;French,Katrina;ken.lord@dot.gov;bernie.minakowski@gsa.gov;Sullivan, Madeline;Kenneth.Buell@hq.doe.gov;Campbell, Matt;James.ThomasII@treasury.gov;scott.canty@treasury.gov;Weatherington.Walt@dol.gov;Hodges-Baugh, Wendy (CTR);deborah.hill@dm.usda.gov;llowe@eda.gov;Coley, Jerine;Jones, Sharmine;DeShaunta.M.Franklin@hud.gov;Brumfield, Tyrone (OGA);Vick, Hannah;Tennyson, Stephanie;erica.chapman@hhs.gov;Salem, Lindy;Jenkins, Christy;Roupas, Mark S CIV USARMY USACE (US);Esquith, David;Fox, Kathleen (Katie) M;Contreras, Alejandro C.;James.Thomas2@treasury.gov;jeanette_harriz@ios.doi.gov;O'Berry, Donna (OST);Travis, Alexandra;derial.bivens@dot.gov;Domenech, Douglas;Andrea_Goel@omb.eop.gov
Cc: Willey, David
Subject: Canceled: RSFLG Quarterly Senior Leaders Meeting
Importance: High

SAVE THE DATE

Recovery Support Function Leadership Group (RSFLG) Meeting
1:00 – 2:30 p.m. (EDT)
Location: TBD

RSFLG Secretariat
Interagency Coordination Division
Field Operations Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) RSFLG@fema.dhs.gov
klt

AMERICAN OVERSIGHT

From: Coxen, Carrie
Sent: 4 May 2017 12:27:00 +0000
To: Coxen, Carrie;Botel, Jason
Subject: Canceled: WH TQP Listening Session

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 May 2017 21:40:36 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Carrie hands Jason a hard copy of the attached as completed by Lisa and Carrie
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, 14 Day Matrix 10.4.xlsx, Cabinet 30 Look Ahead Report Template.docx, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Chism, Monique;Coxen, Carrie
Subject: Carrie hands Jason a hard copy of the attached as completed by Monique and Carrie
Attachments: Cabinet 30 Look Ahead Report Template.docx

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

MEMORANDUM FOR THE WHITE HOUSE STAFF SECRETARY AND CABINET SECRETARY

FROM: [Name and Formal Title of Department or Agency Chief of Staff]

SUBJECT: [Department/Agency Name] Weekly Update for the Week of [Upcoming Monday]

1. [Department or Agency Name] 30-Day Policy Look Ahead

- **[Name of Issue/Policy Initiative]**
  - Short description of issue
  - POC within Department or Agency
  - Anticipated date of action
  - Short description of anticipated process (*e.g.*, Department/Agency meetings, submissions to Congress, notices published in the federal register)

[REPEAT AS MANY TIMES AS NECESSARY]

2. Key Events for Upcoming 30-Days

- **[Name of Event]**
  - Date of Event
  - Short Description of Event
  - POC within Department or Agency

[REPEAT AS MANY TIMES AS NECESSARY]

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
Subject:

AMERICAN OVERSIGHT

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Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie
Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

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[REPEAT AS MANY TIMES AS NECESSARY]

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie;Chism, Monique
Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

To do list - notes on icloud?

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

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  - POC within Department or Agency

[REPEAT AS MANY TIMES AS NECESSARY]

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie;Chism, Monique
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie;Ramirez, Lisa;Rinkus, Christopher;Chism, Monique
Subject: Carrie hands Jason a hard copy of the attached as completed by Lisa and Carrie
Attachments: Cabinet 30 Look Ahead Report Template.docx

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

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  - Date of Event
  - Short Description of Event
  - POC within Department or Agency

[REPEAT AS MANY TIMES AS NECESSARY]

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Carrie hands Jason a hard copy of the attached as completed by Monique and Carrie
Attachments: Cabinet 30 Look Ahead Report Template.docx

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

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[REPEAT AS MANY TIMES AS NECESSARY]

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  - Short Description of Event
  - POC within Department or Agency

[REPEAT AS MANY TIMES AS NECESSARY]

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Page 065

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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Page 066

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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Page 067

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Carrie hands Jason a hard copy of the attached as completed by Lisa and Carrie
Attachments: 14 Day Matrix 10.4.xlsx, Cabinet 30 Look Ahead Report Template.docx

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Page 069

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Page 070

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 071

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:42 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Carrie hands Jason a hard copy of the attached as completed by Lisa and Carrie
Attachments: 14 Day Matrix 10.4.xlsx, Cabinet 30 Look Ahead Report Template.docx

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Page 073

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Page 074

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Page 075

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Sep 2017 14:24:07 +0000
To: Botel, Jason
Subject: cold call AL

AMERICAN OVERSIGHT

From: Ryder, Ruth
Sent: 23 May 2017 23:02:46 +0000
To: Ryder, Ruth;Botel, Jason;Chism, Monique;Ramakis, Jessica;Rosenfelt, Phil;Kavulic, Christy
Cc: Bell-Ellwanger, Jenn
Subject: Cross-Agency Reform: Early Learning

AMERICAN OVERSIGHT

From: Ryder, Ruth
Sent: 24 May 2017 19:09:37 +0000
To: Ryder, Ruth;Ramakis, Jessica;Rosenfelt, Phil;Chism, Monique;Kavulic, Christy;Botel, Jason
Cc: Bell-Ellwanger, Jenn
Subject: Cross-Agency Reform: Early Learning

AMERICAN OVERSIGHT

From: Nataniel, Luis
Sent: 2 May 2017 12:21:16 +0000
To: Nataniel, Luis;OESE All Users;OELA All Users;Giusti, Alda;Keefer, John;Talbot, Brett;Okahara, Kim;Siry, Melissa;Carr, Patrick;Forrester, Tiffany;Birge, Eve;Monaghan, Edward;Ramsey, Tara;Hishikawa, Maria
Cc: Coleman, Deborah;Hunter, Tina;Avery, Tawanda;Walls, Kristen;Hodel, Hannah;Sullivan, Madeline;Smith, Charm;Jackson, Stacie G.;Zawaiza, Theda;Davis, Paulette;Harwarth, Irene;McCord-Jones, Cassandra;Keohane, Bryan;Kostic, Kandice;Weiss, Nathan;Cheek, John;Jung, Britt;McKinney, Jessica;Cuervo, Amalia;Rooney, Patrick;Callins, Corrinne;Negron-Perez, Hamed;Escalante, Melissa;Wells, Michael;Nunez, Mario;Scott, Tracey;Hilliard, Deirdra;Lee, Wanda;Smith, Kimberly;Baggett, Madeline;Sorokin-Altmann, Jedidiah;Henderson, Charles;Outlaw, Erica;Miceli, Roberta;Light, Kimberly;Ahmady, Lori;Juchniewicz, Adam;Pinckney, Christine F.;Fenton, Christopher;Clark, Jane;Spitz, Deborah;Fisher, Collette;Booth, Lindsay;Stern, Jacob;Taliaferro, Jason;Savage, Cindy;Coley, Jerine;Weber, Keely;Tate, Christopher;Hannestad, Katie;Sadeghi, Lisa;Zhang, Fengju;Schmidt, Ashlee;Cox, Katherine;Mathieu, Yvonne;Scattergood, Phyllis;Burton, Sharon;Long, Bonny;Rempson, Ulyssa;Matthews, Lloyd;Swann, Patrice;Sepulveda, Anthony;Randall, Patricia;Payne, Gail;Hedlund, Daryn;Hernandez-Marshall, Angela;Miles, Michele;Garcia, Bernard;Brianas, Jennifer;Hoffman, William;Hitchcock, Robert;Behrend, Daniel;Medley, Joy;Eggleston, Chad;Richardson, Andre;Peasley, Donald;Anderson, Melika;Judd, Elizabeth;Cantrell, David;Chism, Monique;Wright, Cynthia;Yeh, Beth;Frost, Frances;Toledo, Annabelle;Schneider, Diana;Rowan, Maria;Lovley, Dale;Ortega, Shahla;Foy Moss, Rita;Gregory, Robin;Brooks, Rianna;Belachew, Metasebia;Akinsipe, Jasmine;Hall, Marilyn;King, Joyce;Randall, Valerie;Ognibene, Amanda;Edwards, Jacqueline;Putney, LaTisha;Jaime, Ivonne;Horner-Smith, Mildred;Brice, Porscheoy;Thurmond, Bryan;Kirksey, Carla;Witt, Elizabeth;Pugh, Catherine;Roney, Collette;Didlo, Amie;Patrick, Kelly;Robertson, Elyse;Rashid, Tahira;Hill, Eric;Smith, Danielle;Lieth, Anna;Coleman, Sharon;Kincheloe, Monika;Saunders, Mi-Hwa;Calderon, Brenda;Manitaras, Carol;Smith, Jamila;Curet-Rivera, Luz;Butler, James;Gillette, Lisa;Woodley, Danita;Bentley-Memon, Millicent;Anand, Supreet;Joseph, Denise;Spruill, Kisha;Lefevre, Kristen;Little, Debra;Georgia, Michelle;Schulz, Eric;McLaughlin, John;Ofodile-Carruthers, Nkemjika;Kesner, Paul;Weems, Kia;McLaughlin, Celeste;Washington, Mark;Graham, Melvin
Subject: Department of Education 2017 Cyber Security and Privacy Awareness Training – Course 2 – Securing Sensitive Data in Email Communications

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Join Skype Meeting

This is an online meeting for Skype for Business, the professional meetings and communications app formerly known as Lync.

Help

AMERICAN OVERSIGHT

From: Nataniel, Luis
Sent: 2 May 2017 12:21:08 +0000
To: Nataniel, Luis;OESE All Users;OELA All Users;Giusti, Alda;Keefer, John;Talbot, Brett;Okahara, Kim;Siry, Melissa;Carr, Patrick;Forrester, Tiffany;Birge, Eve;Monaghan, Edward;Ramsey, Tara;Hishikawa, Maria
Cc: Coleman, Deborah;Hunter, Tina;Avery, Tawanda;Walls, Kristen;Hodel, Hannah;Sullivan, Madeline;Smith, Charm;Jackson, Stacie G.;Zawaiza, Theda;Davis, Paulette;Harwarth, Irene;McCord-Jones, Cassandra;Keohane, Bryan;Kostic, Kandice;Weiss, Nathan;Cheek, John;Jung, Britt;McKinney, Jessica;Cuervo, Amalia;Rooney, Patrick;Callins, Corrinne;Negron-Perez, Hamed;Escalante, Melissa;Wells, Michael;Nunez, Mario;Scott, Tracey;Hilliard, Deirdra;Lee, Wanda;Smith, Kimberly;Baggett, Madeline;Sorokin-Altmann, Jedidiah;Henderson, Charles;Outlaw, Erica;Miceli, Roberta;Light, Kimberly;Ahmady, Lori;Juchniewicz, Adam;Pinckney, Christine F.;Fenton, Christopher;Clark, Jane;Spitz, Deborah;Fisher, Collette;Booth, Lindsay;Stern, Jacob;Taliaferro, Jason;Savage, Cindy;Coley, Jerine;Weber, Keely;Tate, Christopher;Hannestad, Katie;Sadeghi, Lisa;Zhang, Fengju;Schmidt, Ashlee;Cox, Katherine;Mathieu, Yvonne;Scattergood, Phyllis;Burton, Sharon;Long, Bonny;Rempson, Ulyssa;Matthews, Lloyd;Swann, Patrice;Sepulveda, Anthony;Randall, Patricia;Payne, Gail;Hedlund, Daryn;Hernandez-Marshall, Angela;Miles, Michele;Garcia, Bernard;Brianas, Jennifer;Hoffman, William;Hitchcock, Robert;Behrend, Daniel;Medley, Joy;Eggleston, Chad;Richardson, Andre;Peasley, Donald;Anderson, Melika;Judd, Elizabeth;Cantrell, David;Chism, Monique;Wright, Cynthia;Yeh, Beth;Frost, Frances;Toledo, Annabelle;Schneider, Diana;Rowan, Maria;Lovley, Dale;Ortega, Shahla;Foy Moss, Rita;Gregory, Robin;Brooks, Rianna;Belachew, Metasebia;Akinsipe, Jasmine;Hall, Marilyn;King, Joyce;Randall, Valerie;Ognibene, Amanda;Edwards, Jacqueline;Putney, LaTisha;Jaime, Ivonne;Horner-Smith, Mildred;Brice, Porscheoy;Thurmond, Bryan;Kirksey, Carla;Witt, Elizabeth;Pugh, Catherine;Roney, Collette;Didlo, Amie;Patrick, Kelly;Robertson, Elyse;Rashid, Tahira;Hill, Eric;Smith, Danielle;Lieth, Anna;Coleman, Sharon;Kincheloe, Monika;Saunders, Mi-Hwa;Calderon, Brenda;Manitaras, Carol;Smith, Jamila;Curet-Rivera, Luz;Butler, James;Gillette, Lisa;Woodley, Danita;Bentley-Memon, Millicent;Anand, Supreet;Joseph, Denise;Spruill, Kisha;Lefevre, Kristen;Little, Debra;Georgia, Michelle;Schulz, Eric;McLaughlin, John;Ofodile-Carruthers, Nkemjika;Kesner, Paul;Weems, Kia;McLaughlin, Celeste;Washington, Mark;Graham, Melvin
Subject: Department of Education 2017 Cyber Security and Privacy Awareness Training – Course 2 – Securing Sensitive Data in Email Communications

(b)(5)

All,

AMERICAN OVERSIGHT

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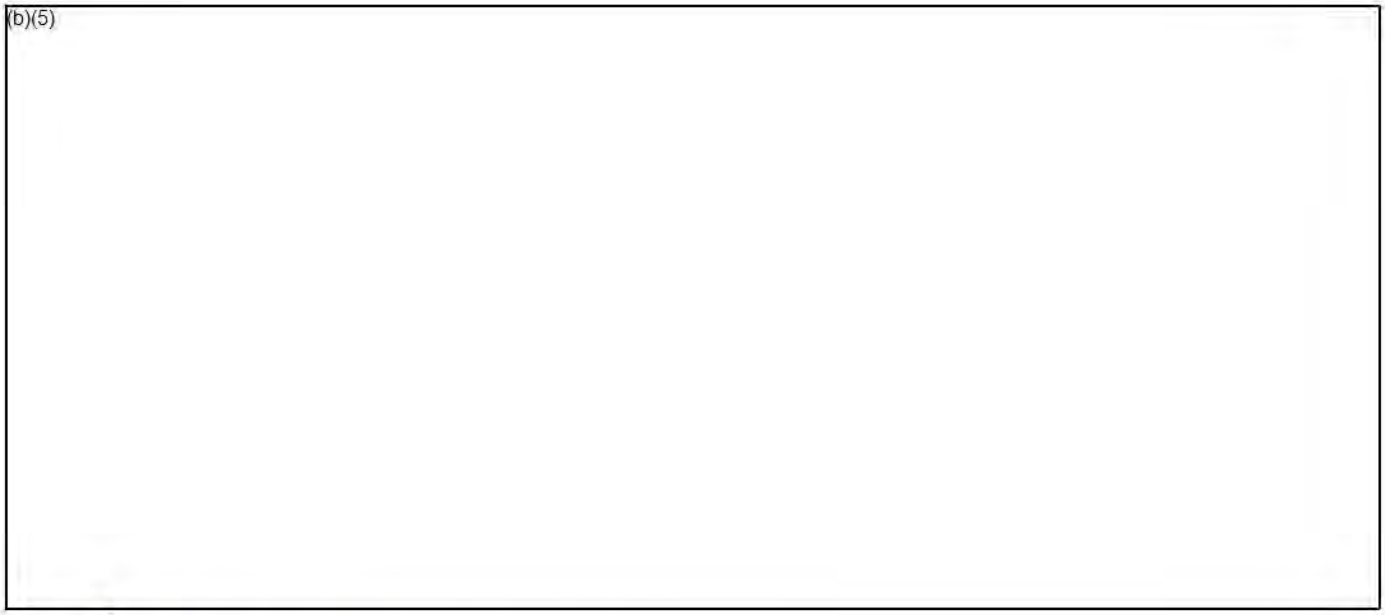

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Join Skype Meeting

This is an online meeting for Skype for Business, the professional meetings and communications app formerly known as Lync.

Help

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 22 Sep 2017 22:32:10 +0000
To: Eitel, Robert;Hahn, Nicholas;Broadwater, Sara;Reynolds, Cody;Honeysett, Adam;Botel, Jason
Cc: Bailey, Nathan;Rinkus, Christopher;Coxen, Carrie
Subject: Deregulation Day Listening Session (October 2)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Sep 2017 01:11:17 +0000
To: Botel, Jason;Hunter, Tina;Washington, Mark
Subject: Discuss COS and special assistant positions

AMERICAN OVERSIGHT

From: ED_Diversity_and_Inclusion_Council
Sent: 19 Apr 2017 19:01:30 +0000
To: ED_Diversity_and_Inclusion_Council;WDCFB6-2W240-20 (Managed);Minami, Kristine;Ryder, Ruth;Battle, Sandra;Dorfman, Cynthia;Anand, Supreet;Crowner, Quasette;Mahaffie, Lynn;Ford, Kim R.;Bell-Ellwanger, Jenn;Runcie, James;Stapleton, Katina;Drayton, Crystal;Lessard, Ron;Sharpe, Jesse;Cooper, Countess Clarke;Ramakis, Jessica;Scarbrough, Marvida;Porter, Mary (Contractor);Stanard, Stephanie V;Finston, Jacqueline;Woodley, Danita;Rodriguez, Celeste;Tesoriero, Vanessa;Tuia, Justis;Jones, Gary;Cuffee-Graves, Cassandra;Chew, Michael;Rosenfelt, Phil;Thierry, Lisa;Winston, Melanie;Washington, Gwendolyn (OM);Crawford, Ray;Suarez, Debra;Martinez, Maria V. (OM);Cook, Karolyn;Harper, Geoffrey;Poirier, Kylie;Quezada, Athena;Smith, Richard;Botel, Jason;Ham, Holly;Pepin, Andrew;Scannelli, Carol;Carter, Denise
Subject: Diversity and Inclusion Council Follow Up Discussion

Materials will be sent out closer to the meeting date.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 May 2017 18:33:41 +0000
To: Lee, Ebony;Eitel, Robert;Manning, James;Riemer, Jeffrey (Justin);Jackson, Candice;Goad, Robert;Smith, Kathleen;Bailey, Nathan;Kossack, Andrew;Ferguson, Gillum;Botel, Jason
Cc: Hill, Elizabeth
Subject: Dry Run- Hearing Prep for the Secretary

We will be having a dry run through of the hearing prep for next week. Please make every effort to be there. You will receive your acting assignments as well as see the setup of the room. If you cannot make it please let Ebony know ASAP!!

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 May 2017 20:11:47 +0000
To: Lee, Ebony;Eitel, Robert;Manning, James;Riemer, Jeffrey (Justin);Jackson, Candice;Goad, Robert;Smith, Kathleen;Bailey, Nathan;Kossack, Andrew;Ferguson, Gillum;Botel, Jason
Cc: Hill, Elizabeth
Subject: Dry Run- Hearing Prep for the Secretary

We will be having a dry run through of the hearing prep for next week. Please make every effort to be there. You will receive your acting assignments as well as see the setup of the room. If you cannot make it please let Ebony know ASAP!!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Apr 2017 17:05:04 +0000
To: Botel, Jason;Lee, Ebony
Subject: Ebony / jason chat about responsibilities

AMERICAN OVERSIGHT

From: Carter, Denise
Sent: 5 Apr 2017 17:20:55 +0000
To: Carter, Denise;Botel, Jason
Subject: Follow up conversation with Jason

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 18 Apr 2017 16:38:17 +0000
To: (b)(6) EOP/WHO;Botel, Jason;Mashburn, (b)(6) EOP/WHO;Jason.simmons@opm.gov;David.Black@ssa.gov;Campau, (b)(6) EOP/WHO;paula.stannard@hhs.gov;jack.stjohn@gsa.gov
Subject: FW: Cabinet Affairs Agency Call 2

From: Murphy, Christine M. EOP/WHO
Sent: Friday, March 24, 2017 12:44:44 AM UTC
To: (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) EOP/WHO; 'Jason.botel@ed.gov'; 'jack.stjohn@gsa.gov'; 'Jason.simmons@opm.gov'; 'paula.stannard@hhs.gov'; 'David.Black@ssa.gov'
Cc: (b)(6) EOP/WHO
Subject: Cabinet Affairs Agency Call 2
When: Tuesday, April 18, 2017 4:55 PM-5:10 PM.
Where: DI (b)(6)

Participant Dial (b)(6)
Participant Cod

AMERICAN OVERSIGHT

From: Murphy, Christine M. EOP/WHO
Sent: 17 Apr 2017 16:45:06 +0000
To: (b)(6) EOP/WHO;Jason.simmons@opm.gov;(b)(6) (b)(6) EOP/WHO;paula.stannard@hhs.gov;Botel, Jason;(b)(6) EOP/WHO
Subject: FW: Cabinet Affairs Agency Call 2

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'David.Black@ssa.gov'
Cc:(b)(6) OP/WHO
Subject: Cabinet Affairs Agency Call 2
When: Monday, April 17, 2017 4:55 PM-5:10 PM.
Where: DIN:(b)(6)

Participant Dial-I(b)(6)
Participant Code:

AMERICAN OVERSIGHT

From: Murphy, Christine M. EOP/WHO
Sent: 17 Apr 2017 16:37:15 +0000
To: (b)(6) EOP/WHO;Jason.simmons@opm.gov (b)(6) (b)(6) EOP/WHO;paula.stannard@hhs.gov;Botel, Jason (b)(6) EOP/WHO
Subject: FW: Cabinet Affairs Agency Call 2

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'Jason.botel@ed.gov'; 'jack.stjohn@gsa.gov'; 'Jason.simmons@opm.gov'; 'paula.stannard@hhs.gov';
'David.Black@ssa.gov'
Cc: (b)(6) EOP/WHO
Subject: Cabinet Affairs Agency Call 2
When: Monday, April 17, 2017 4:55 PM-5:10 PM.
Where: DIN: (b)(6)

Participant Dial-
Participant Code (b)(6)

AMERICAN OVERSIGHT

From: Murphy, Christine M. EOP/WHO
Sent: 18 Apr 2017 16:36:34 +0000
To: (b)(6) EOP/WHO;Botel, Jason;Mashburn, (b)(6) EOP/WHO;Jason.simmons@opm.gov;David.Black@ssa.gov;Campau (b)(6) EOP/WHO;paula.stannard@hhs.gov;jack.stjohn@gsa.gov
Subject: FW: Cabinet Affairs Agency Call 2

From: Murphy, Christine M. EOP/WHO
Sent: Friday, March 24, 2017 12:44:44 AM UTC
To: (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; 'Jason.botel@ed.gov'; 'jack.stjohn@gsa.gov'; 'Jason.simmons@opm.gov'; 'paula.stannard@hhs.gov'; 'David.Black@ssa.gov'
Cc: Campau (b)(6) EOP/WHO
Subject: Cabinet Affairs Agency Call 2
When: Tuesday, April 18, 2017 4:55 PM-5:10 PM.
Where: DIN (b)(6)

Participant Dial-In (b)(6)
Participant Code: 9

AMERICAN OVERSIGHT

From: Zarish-Becknell, Kim
Sent: 27 Sep 2017 16:51:05 +0000
To: Zarish-Becknell, Kim;Richey, Kimberly;Ryder, Ruth;Hudson, Alexandra;Stein, Charlotte;Schneer, Matthew;Deutsch, Nancy;Little, Nana
Cc: Petersen, Molly;Botel, Jason
Subject: FW: Pre-meet call re: Foxx call on havasupai issue

Kim- I am sharing w/ Jason Botel. He's been working on BIE issues and may want to join. (?)

-----Original Appointment-----
From: Zarish-Becknell, Kim
Sent: Tuesday, September 26, 2017 8:35 AM
To: Zarish-Becknell, Kim; Richey, Kimberly; Ryder, Ruth; Hudson, Alexandra; Stein, Charlotte; Schneer, Matthew; Deutsch, Nancy; Little, Nana
Cc: Petersen, Molly
Subject: Pre-meet call re: Foxx call on havasupai issue
When: Thursday, September 28, 2017 12:45 PM-1:15 PM (UTC-05:00) Eastern Time (US & Canada).
Where: call

Updated to revise time to 12:45 per request to change time.

Updated invite to include Matt, Nancy and Nana.

I am teleworking, so we will use the below call in:

(b)(6)

thanks

AMERICAN OVERSIGHT

From: Navarro, Erica
Sent: 23 Jun 2017 14:27:30 +0000
To: Navarro, Erica;Lee, Ebony;Rinkus, Christopher;Eitel, Robert;Botel, Jason;Smith, Kathleen;Kean, Larry;Stanton, Craig;Simpson, Daniel;Cordes, Bill
Subject: FY 2019 Work Groups - Proposed eliminations or reductions (Agenda Attached)
Attachments: FY 2019 Internal Process 6-14-2017 Final.docx, Education's FY 2019 Budget Submission to OMB-Programmatic Requests, 2018 INCREASED DECREASED LEVEL FUNDED AND ELIMINATED PROGRAMS.xlsx, Agenda_FY 2019 Internal Process Eliminations.docx

Colleagues

This is the kick off meeting for one of the FY 2019 Budget work group meeting. As you saw in my email (attached), we are setting up four work groups made up of political and career staff that will review proposals and develop options papers around the following areas: FY 2019 proposed eliminations or reductions, school choice-related activities, higher education programs, and career and technical education programs.

Please see the attached document which describes the timeline for this work group as well as key questions that will impact the final options that we will recommend to the Secretary for potential inclusion in the Department's FY 2019 request to OMB. During this meeting, we will discuss key issues in this area, policy and budget options that could address these issues, and work assignments for finalizing our recommendations.

While we tried to keep these groups small, please reach out if you would like to include additional members to these work groups.

If you have any questions, please advise.

Conference Line:
Dial-in Number: (b)(6)
Participant Access Code:
For Erica: (b)(6)

AMERICAN OVERSIGHT

Page 097

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 098

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

From: Navarro, Erica
Sent: 14 Jun 2017 17:15:46 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Buchesky, Stanley;Ferguson, Gillum;Frendewey, Matthew;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Petersen, Molly;Rosenfelt, Phil;Runcie, James;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;viana.jose@ed.gov;Viana, Jose;Botel, Jason
Cc: Cordes, Bill;Stanton, Craig;Kean, Larry;Solomon, Jan;Martin, Nancy;Simpson, Daniel;Lee, Ebony
Subject: Education's FY 2019 Budget Submission to OMB-Programmatic Requests
Attachments: 2019 POC budget ideas form-Final.docx

(b)(5)

Thanks, Erica

Erica M. Navarro
Budget Service Director
U.S. Department of Education
400 Maryland Avenue, SW

AMERICAN OVERSIGHT

Washington, D.C. 20202
202-453-6938
For scheduling, please contact Sandra Johnson at (202)401-0321

AMERICAN OVERSIGHT

POC-Specific Ideas for the Department of Education's FY 2019 Submission to OMB

Submissions should be fewer than 2 pages each

Proposal due by July 7, 2017

Submit to erica.navarro@ed.gov

Office submitting:_____Point of contact:_____

Proposal name: _____

1. **Please provide a brief description of the goal of the proposal, including whether it is a proposal for a new program or a modification to an existing program or proposal included in the President's FY 2018 budget request. If new, explain how your proposal contributes something that the existing program/proposal cannot.**

2. **Describe who would receive the grants, how grantees could use the funds, and how the program's success would be measured.**

3. **Do you expect that there would be support for this proposal beyond the Administration? What kind of positive and negative reaction would you expect from key stakeholders, and why? List the stakeholders.**

AMERICAN OVERSIGHT

Accounts and Programs	Category	FY 2017 Funding	2018 President's Budget
K-12			
Education for the Disadvantaged			
State agency programs: Migrant	D	$374,039	$374,039
State agency programs: Neglected and delinquent	D	47,523	47,523
Special programs for migrant students	D	44,538	44,538
Impact Aid			
Impact Aid, Payments for federally connected children: Basic support payments	D	1,166,012	1,166,012
Impact Aid, Payments for federally connected children: Payments for children with disabilities	D	48,224	48,224
Impact Aid, Facilities maintenance	D	4,826	4,826
Impact Aid, Construction	D	17,373	17,373
School Improvement Programs			
State assessments	D	377,281	377,281
Education for homeless children and youth education	D	69,867	69,867
Training and advisory services	D	6,563	6,563
Rural education	D	175,506	175,506
Supplemental education grants	D	16,667	16,667
Comprehensive centers	D	51,347	51,347
Safe Schools and Citizenship Education			
School safety national activities	D	74,857	74,857
Indian Education			
Indian Education: Grants to local educational agencies	D	100,190	100,190
Indian Education: Special programs for Indian children	D	37,921	37,921
Indian Education: National activities	D	5,554	5,554
Innovation and Improvement			
Magnet schools assistance	D	96,463	96,463
English Language Acquisition			
English Language Acquisition	D	735,998	735,998
Special Education			
Special Education grants to States	D	11,890,202	11,890,202
Preschool grants	D	367,538	367,538
Grants for infants and families	D	457,684	457,684
State personnel development	D	41,551	41,551
Technical assistance and dissemination	D	44,261	44,261
Personnel preparation	D	83,541	83,541
Parent information centers	D	27,359	27,359
Education technology, media and materials	D	29,990	29,990
Rehabilitation Services			
Client assistance State grants	D	12,975	12,975
VR Training	D	30,131	30,131
Demonstration and training programs	D	5,785	5,785
Protection and advocacy of individual rights	D	17,616	17,616
Independent living services for older blind individuals	D	33,254	33,254
Helen Keller National Center for Deaf-Blind Youths and Adults	D	10,316	10,316
Postsecondary			
American Printing House for the Blind			
American Printing House for the Blind	D	25,383	25,383
National Technical Institute for the Deaf			
National Technical Institute for the Deaf	D	69,883	69,883
Gallaudet University			
Gallaudet University	D	121,044	121,044
Career, Technical, and Adult Education			
Adult education national leadership activities	D	13,686	13,686

AMERICAN OVERSIGHT

Accounts and Programs	Category	FY 2017 Funding	2018 President's Budget
Student Financial Assistance			
Federal Pell grants: Discretionary	D	22,432,626	22,432,626
Higher Education			
Aid for institutional development: Strengthening tribally controlled colleges and universities	D	27,547	27,547
Strengthening Alaska Native and Native Hawaiian-serving institutions	D	13,776	13,776
Strengthening HBCUs	D	244,229	244,229
Strengthening historically Black graduate institutions	D	63,161	63,161
Strengthening predominately Black institutions	D	9,923	9,923
Strengthening Asian American- and Native American Pacific Islander-serving institutions	D	3,342	3,342
Strengthening Native American-serving nontribal institutions	D	3,342	3,342
Minority science and engineering improvement	D	9,630	9,630
Developing Hispanic-serving institutions	D	107,590	107,590
Promoting postbaccalaureate opportunities for Hispanic Americans	D	9,653	9,653
Model transition programs for students with intellectual disabilities into higher education	D	11,778	11,778
Tribally controlled postsecondary career and technical institutions	D	8,270	8,270
Howard University			
Howard University: General support	D	194,126	194,126
Howard University Hospital	D	27,273	27,273
College Housing and Academic Facilities Loans Program			
College Housing and Academic Facilities Loans Program Account: Federal administration	D	434	434
Historically Black College and University Capital Financing Program			
Historically Black College and University Capital Financing Program Account: Federal administration	D	333	333
Historically Black College and University Capital Financing Program Account: Loan subsidies	D	20,112	20,112
Institute of Education Sciences			
Research, development, and dissemination	D	194,629	194,629
Statistics	D	111,787	111,787
Regional educational laboratories	D	54,320	54,320
National assessment	D	148,717	148,717
National Assessment Governing Board	D	8,219	8,219
Research in special education	D	53,897	53,897
Statewide longitudinal data systems	D	34,473	34,473
Special education studies and evaluations	D	10,797	10,797
Office for Civil Rights			
Office for Civil Rights	D	106,797	106,797
TOTAL		**$40,643,729**	**$40,643,729**

AMERICAN OVERSIGHT

Accounts and Programs (dollars in thousands)	FY 2017 Funding	Not Effective/Not Targeted	Duplicative	State/Local /Private	Other Rationale	
K-12						
Education for the Disadvantaged						
Comprehensive literacy development grants (Striving Reade	$189,639	X	X			
Impact Aid						
Payments for Federal property	66,686			X		
School Improvement Program						
Supporting effective instruction State grants (Title II-A	2,345,363	X	X			
21st century community learning centers	1,164,455	X		X		
Native Hawaiian education	33,334		X			
Alaska Native education	32,391		X			
Innovation and Improvement						
Innovative approaches to literacy	26,949	X	X			
Full-service community schools	9,981		X			
American history and civics academies	1,812		X	X		
School leader recruitment and support	16,337	X	X			
Ready to learn programming	25,692			X		
Arts in education	26,949		X	X		
Javits gifted and talented education	11,977			X		
Special Education						
Special Olympics education programs	10,064			X		
Postsecondary						
Rehabilitation Services						
Supported employment State grants	27,496		X			
Student Financial Assistance						
Federal supplemental educational opportunity grants (SEOG	731,736	X	X			
Higher Education						
Strengthening institutions	86,369		X			
International education and foreign language studies dome	64,979		X			
International education and foreign language studies over	7,048		X			
Child care access means parents in school	15,105			X		
Teacher quality partnership	43,010		X	X	X	Overly Prescriptive Authority
Subtotal (21 Programs)	$4,937,372					

Not Reauthorized By ESSA/ESEA	FY 2017	Moved to
Education for the Disadvantaged		
School improvement grants	$449,145	Title I
School Improvement Program		
Mathematics and science partnerships	152,427	Title IV-A
Safe Schools and Citizenship Education		
Elementary and secondary school counseling	49,467	Title IV-A
Physical education program	46,911	Title IV-A
Innovation and Improvement		
Advanced placement	28,429	Title IV-A
Non-cognitive skills initiative	2,994	Title IV-A
Subtotal (6 Programs)	$729,373	
Preschool development grant	249,525	HHS; proposed for
TOTAL Eliminated Programs (28 Programs)	$5,666,745	

AMERICAN OVERSIGHT

Accounts and Programs	Category	FY 2017 Funding	2018 President's Budget
K-12			
Education for the Disadvantaged			
Title I Grants to local educational agencies	D	$14,881,458	$15,881,458
Innovation and Improvement			
Education innovation and research	D	119,772	370,000
Charter schools grants	D	332,539	500,000
Postsecondary			
Career, Technical, and Adult Education			
Career and technical national programs	D	7,407	27,407
Program Administration			
Program administration	D	430,181	438,000
Student Aid Administration			
Student aid administration	D	855,211	1,017,000
Office of Inspector General			
Office of Inspector General	D	59,143	61,143
TOTAL		**$16,685,711**	**$18,295,008**

AMERICAN OVERSIGHT

Accounts and Programs (dollars in thousands)	FY 2017 Funding	2018 President's Budget	Not Effective/Not Targeted	Duplicative	State/Local/ Private	Other Rationale/ Fiscal Discipline	
K-12							
Safe Schools and Citizenship Education							
Promise neighborhoods	$73,115	$60,000		X		X	Fiscal discipline
School Improvement Programs							
Supporting effective educator development (SEED)	$93,815	$42,000		X		X	Duplicative of Title II-although not the strong of a rationale
Innovation and Improvement							
Teacher and school leader incentive grants	228,563	199,563	X	X		X	
Postsecondary							
Career, Technical, and Adult Education							
Career and technical education State grants	1,115,473	949,499	X			X	Reauthorization of Perkins will try to improve secondary CTE outcomes
Adult basic and literacy education State grants	580,849	485,849				X	WIOA Evaluation Criteria
Student Financial Assistance							
Federal work-study	987,847	500,000				X	Not as targeted as Pell/hold harmless provision
Higher Education							
Federal TRIO programs (McNair and Educational Opportunity Cent	898,289	808,289		X	X		
Gaining early awareness and readiness for undergraduate programs (GEAR UP)	322,140	219,000		X			
Graduate assistance in areas of national need (GAANN)	29,237	5,775			X		
TOTAL (8 Programs)	$4,330,328	$3,269,975					

AMERICAN OVERSIGHT

Page 107

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AMERICAN OVERSIGHT

From: Navarro, Erica
Sent: 23 Jun 2017 12:18:18 +0000
To: Navarro, Erica;Lee, Ebony;Rinkus, Christopher;Eitel, Robert;Botel, Jason;Smith, Kathleen;Kean, Larry;Stanton, Craig;Simpson, Daniel;Cordes, Bill
Subject: FY 2019 Work Groups - Proposed eliminations or reductions
Attachments: FY 2019 Internal Process 6-14-2017 Final.docx, Education's FY 2019 Budget Submission to OMB-Programmatic Requests

Colleagues

(b)(5)

Conference Line:
Dial-in Number: (b)(6)
Participant Access Code:
For Erica (b)(6)

AMERICAN OVERSIGHT

Page 109

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(b)(5)

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Page 110

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Cc: Cordes, Bill;Stanton, Craig;Kean, Larry;Solomon, Jan;Martin, Nancy;Simpson, Daniel;Lee, Ebony
Subject: Education's FY 2019 Budget Submission to OMB-Programmatic Requests
Attachments: 2019 POC budget ideas form-Final.docx

(b)(5)

Erica M. Navarro
Budget Service Director
U.S. Department of Education
400 Maryland Avenue, SW

AMERICAN OVERSIGHT

Washington, D.C. 20202
202-453-6938
For scheduling, please contact Sandra Johnson at (202)401-0321

AMERICAN OVERSIGHT

POC-Specific Ideas for the Department of Education's FY 2019 Submission to OMB

Submissions should be fewer than 2 pages each

Proposal due by July 7, 2017

Submit to erica.navarro@ed.gov

Office submitting:_____Point of contact:_____

Proposal name: _____

1. **Please provide a brief description of the goal of the proposal, including whether it is a proposal for a new program or a modification to an existing program or proposal included in the President's FY 2018 budget request. If new, explain how your proposal contributes something that the existing program/proposal cannot.**

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AMERICAN OVERSIGHT

From: Smith, Ja'Ron K. EOP/WHO
Sent: 19 Apr 2017 20:32:23 +0000
To: Smith, Ja'Ron K. EOP/WHO;Morrell, David M. EOP/WHO;Smith, Kathleen;Lee, Ebony;Gray, John W. EOP/OMB;Botel, Jason
Subject: HBCU Call on Stillman and Katrina Relief

Participant Dial-I (b)(6)
Participant Code:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 May 2017 14:21:05 +0000
To: Botel, Jason;Coxen, Carrie;Reynolds, Cody
Subject: HOLD: AL State Superintendent Sentance Visits Full Day

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 May 2017 22:01:44 +0000
To: Botel, Jason;Coxen, Carrie;Washington, Mark;Coley, Jerine;Johnston, Michael;Chism, Monique;Frost, Frances
Subject: HOLD: MEET: OESE Front Family

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Apr 2017 13:25:27 +0000
To: Botel, Jason;Washington, Mark;Chism, Monique
Subject: HOLD - Meet and Greet w/Stakeholders

This time slot no longer works for me. In any case we may want to hold off bc ED may want to do a larger event for stakeholders and newly appointed political leaders. Thanks!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 May 2017 12:54:27 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD: MEETING: Kristine Snyder

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 May 2017 20:39:48 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD: Meeting on Behalf of Holly

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jun 2017 20:33:06 +0000
To: Botel, Jason;Coxen, Carrie;Reynolds, Cody
Subject: HOLD: State Super Calls

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Apr 2017 13:22:01 +0000
To: Botel, Jason
Subject: HOLD - WH Event w/Secretary?

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 May 2017 16:38:23 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD Hearing Day

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 May 2017 16:39:51 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD Senate Appropriations Hearing

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 May 2017 16:36:47 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD Stakeholder Budget Briefing OS

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 May 2017 15:50:57 +0000
To: Botel, Jason;Coxen, Carrie;Reynolds, Cody
Subject: HOLD Treasury FLEC DeBrief / 3rd Meeting

AMERICAN OVERSIGHT

From: Navarro, Erica
Sent: 13 Sep 2017 18:01:35 +0000
To: Navarro, Erica;Eitel, Robert;Lee, Ebony;McFadden, Elizabeth;Dixon, Doris;Siegel, Brian;Smith, Megan;Cordes, Bill;Petersen, Molly;Riddle, Paul;Esquith, David;Oppenheim, Peter;Cohen, Larry;Botel, Jason;Richey, Kimberly;Anderson, Margo;Rosenfelt, Phil;Washington, Mark;Martin, Nancy;Bell-Ellwanger, Jenn;Ramakis, Jessica;Conaty, Joe;Ford, Kim R.;Negron-Perez, Hamed;Koeppel, Dennis;Hess, Jane;Huh, Stefan;Bolton-Smith, April;Viana, Jose;Hudson, Alexandra
Cc: Ryder, Ruth
Subject: Hurricane Response

Conference Line

Office: Budget Service
Dial-in Number: (b)(6)
Participant Access Code:

For Erica (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Apr 2017 13:53:08 +0000
To: Botel, Jason
Subject: Invitation to Speak - White Board Advisors
Attachments: Re: Invite to speak, June 16

AMERICAN OVERSIGHT

From: Jenna Talbot
Sent: 21 Apr 2017 02:28:02 +0000
To: Johnston, Michael
Subject: Re: Invite to speak, June 16

Thank you! Will get this to you by early next week.

From: "Johnston, Michael" <Michael.Johnston@ed.gov>
Date: Thursday, April 20, 2017 at 9:25 AM
To: Jenna Talbot <Jenna@whiteboardadvisors.com>
Subject: RE: Invite to speak, June 16

Hi Jenna,

I've included our event request form, attached. Once completed please feel free to send back to me. For planning purposes, the sooner we receive this form, the better!
Thanks,

Mike

From: Jenna Talbot [mailto:Jenna@whiteboardadvisors.com]
Sent: Wednesday, April 19, 2017 11:00 PM
To: Botel, Jason
Cc: Johnston, Michael
Subject: Re: Invite to speak, June 16

Sure thing! May take me 24 hours, but will be in touch.

Thanks for the quick response—hope you're getting a chance to enjoy spring break!

My best,
Jenna

From: "Botel, Jason" <Jason.Botel@ed.gov>
Date: Wednesday, April 19, 2017 at 10:45 PM
To: Jenna Talbot <Jenna@whiteboardadvisors.com>
Cc: "Johnston, Michael" <Michael.Johnston@ed.gov>
Subject: Re: Invite to speak, June 16

Hi Jenna,

I am interested! Thank you so much for thinking of me. If you could please send me all the details, I can start running the necessary bases on it. Thanks again!

Sent from my iPhone

On Apr 19, 2017, at 10:42 PM, Jenna Talbot <Jenna@whiteboardadvisors.com> wrote:

AMERICAN OVERSIGHT

Jason,

I hope this finds you well! Congrats on the official appointment!

Thanks for taking the time to meet a couple weeks ago; great to put a face to the name, and learn more about your work.

I'm reaching out because, we're organizing our Whiteboard Advisors Policy Summit on June 16, which will take place at Gallup in DC—and we'd love to have you involved as a speaker.

A school choice panel will certainly be on the agenda—a conversation on what the federal role will be, how the Supreme Court may impact choice, what innovations in state policy are already taking place (thinking ESAs, for example); and I thought the panel would benefit greatly from your insight.

The goal is to provide an opportunity for entrepreneurs, funders, and those who don't regularly hear from DC policymakers to learn first-hand about what's ahead over the next 18 months. It'll be a day-long conversation, with panels ranging from Title I to student finance, featuring policy staff from the Hill, the Administration, as well as a few former officials and think tank scholars. We're expecting a crowd of about 150.

If you're interested, I can provide more details (including info on average price per person on lunch, etc. for your ethics officer) but we would love for our audience to hear from the Department.

We're still finalizing all the times and panel descriptions/participants, but also welcome your recommendations for who else we may want to involve in the day.

Thanks!
Jenna

From: Jenna Talbot <Jenna@whiteboardadvisors.com>
Date: Friday, April 7, 2017 at 2:11 PM
To: "Botel, Jason" <Jason.Botel@ed.gov>
Subject: Re: Monday / rec from Andy Rotherham

Hi Jason, I emailed Paula but I'm in the lobby!

On Apr 4, 2017, at 8:27 PM, Botel, Jason <Jason.Botel@ed.gov> wrote:

> Sounds good. Thanks!
>
> Sent from my iPhone

AMERICAN OVERSIGHT

On Apr 4, 2017, at 7:04 PM, Jenna Talbot <Jenna@whiteboardadvisors.com> wrote:

Jason,

I just heard from Laysha that unfortunately she's no longer able to meet on Friday afternoon. However, if you're still game, I'd love to connect anyway and meet in person. Would be great to hear more about your work, and introduce you to my colleague & W/A CEO Ben Wallerstein.

Thanks!
Jenna

Jenna Schuette Talbot
Senior Vice President, Strategy
Whiteboard Advisors
jenna@whiteboardadvisors.com | o: 202.479.7173 | m: (b)(6) | @whitebdadvisors

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From: "Botel, Jason" <Jason.Botel@ed.gov>
Date: Monday, March 20, 2017 at 3:46 PM
To: Jenna Talbot <Jenna@whiteboardadvisors.com>
Subject: RE: Monday / rec from Andy Rotherham

Np!

From: Jenna Talbot [mailto:Jenna@whiteboardadvisors.com]
Sent: Monday, March 20, 2017 3:45 PM
To: Botel, Jason; Hill, Paula
Subject: Re: Monday / rec from Andy Rotherham

Thanks, Jason! (Apologies—Andy only had your Gmail handy!)
Paula, I appreciate your help in scheduling.

My best,
Jenna

From: "Botel, Jason" <Jason.Botel@ed.gov>
Date: Monday, March 20, 2017 at 12:20 PM
To: "Hill, Paula" <Paula.Hill@ed.gov>, Jenna Talbot <Jenna@whiteboardadvisors.com>
Subject: RE: Monday / rec from Andy Rotherham

AMERICAN OVERSIGHT

Jenna - sorry for delay. For future reference, please email me at Jason.botel@ed.gov

Paula - can you please work with Jenna to find time for me to participate in this meeting on 4/7?

Sent from my iPhone

Begin forwarded message:

From: jason botel <(b)(6)
Date: March 20, 2017 at 12:12:55 PM EDT
To: "Botel, Jason" <Jason.Botel@ed.gov>
Subject: Fwd: Monday / rec from Andy Rotherham

---------- Forwarded message ---------
From: Jenna Talbot
<Jenna@whiteboardadvisors.com>
Date: Mon, Mar 20, 2017 at 11:02 AM
Subject: Re: Monday / rec from Andy Rotherham
To (b)(6)
<ja

Hi Jason,
Know I reached out on very short notice last Friday!

Wanted to follow up and let you know that Laysha will be back in DC for meetings on April 7. If you have some time then, would love to schedule a brief chat!

Thanks!
Jenna

From: Jenna Talbot
<Jenna@whiteboardadvisors.com>
Date: Friday, March 17, 2017 at 11:43 AM
To: (b)(6)
(b)(6)

Subject: Monday / rec from Andy Rotherham

AMERICAN OVERSIGHT

Hi Jason, happy Friday!

I'm writing at the recommendation of my colleague Andy Rotherham, who thought you'd want to connect with Laysha Ward, who oversees the Target Foundation and has led Target's CSR work for the last 15 years, when she's in DC next Monday (incredibly short notice, I know!).

As you're probably aware, Target made a $1billion commitment to education over the last decade; and today they've expanded that work to focus on youth wellness, often in partnership with schools—they have several grant initiatives in Baltimore, actually. Andy thought you'd be interested to learn more about how they're supporting local communities, and the potential alignment with your priorities.

If you have time Monday for a brief meeting, we'd love to set time for Laysha to listen and learn about your priorities in the new role.

Thanks!
Jenna

Jenna Schuette Talbot
Senior Vice President
Whiteboard Advisors
jenna@whiteboardadvisors.com | o: 202.479.7173 |
(b)(6) | @whitebdadvisors

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Apr 2017 10:35:07 +0000
To: Toner, Jana;Botel, Jason
Subject: Jana covers cabinet affairs call for jason
Attachments: Untitled, Untitled

Hi Jana,

For whatever reason this week conflicts have arisen for me Tue-Fri. if you can do all these, I really appreciate it. if you need Patrick to do some of them, that's fine with me – just please forward the invite to him. Thanks!

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason;Toner, Jana
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason;Toner, Jana
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Apr 2017 22:29:24 +0000
To: Botel, Jason;Toner, Jana
Subject: Jana covers cabinet affairs call for Jason

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Apr 2017 22:32:16 +0000
To: Botel, Jason;Toner, Jana
Subject: Jana runs blt in jason's absence

AMERICAN OVERSIGHT

From: Misty Phillips
Sent: 22 May 2017 18:13:44 +0000
To: Misty Phillips;'alice.cassanova@50can.org';'Katie Hanna, 50CAN';'Jenese Jones';Botel, Jason
Subject: Jason Botel & Jenese Jones re: Maryland CAN 30-Min Telephone Progress Report

Conference Call: Dial (b)(6) Listen to the entire message before entering the passcode, (b)(6) There will be a few seconds silent pause; you will hear a beep indicating that you have joined the call.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Jun 2017 20:13:13 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Jason Off Site

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Jul 2017 18:16:51 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason offsite
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Oct 2017 13:25:09 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason offsite

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Monique;Washington,
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 May 2017 18:50:13 +0000
Subject: Jason Personal Phone Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 May 2017 13:05:31 +0000
To: Botel, Jason
Subject: Jason's Lunch Time
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

***Purpose**: Jason can allocate his lunch time as he chooses.*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
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Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason
Subject:

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To: Botel, Jason
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To: Botel, Jason
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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:47 +0000
To: Botel, Jason
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Jun 2017 12:35:05 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Jason's Lunch Time

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 May 2017 21:30:13 +0000
To: Botel, Jason;Coxen, Carrie
Subject: JB/CC Tech Time

Purpose: To go over JB/CC's tech needs regarding Cyber training.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Sep 2017 20:40:14 +0000
To: Botel, Jason;Coxen, Carrie
Subject: JB Program Directors Drop By

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jun 2017 21:05:05 +0000
To: Botel, Jason;Coxen, Carrie
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 May 2017 14:05:44 +0000
To: Botel, Jason
Subject: Lunch Half Hour

***Purpose**: Jason can allocate his lunch time as he chooses.*

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Sep 2017 12:47:10 +0000
To: Botel, Jason;Coxen, Carrie;Eitel, Robert
Subject: MEET: BIE Discussion

Meeting Name: MEET: BIE Discussion
Purpose: To discuss BIE updates/next steps.
Location: Bob Eitel's Office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 May 2017 21:23:32 +0000
To: Botel, Jason;Coxen, Carrie;Walker, Kathryn;Norris, Elizabeth;Oppenheim, Peter;Collett, Johnny;Richey, Kimberly;Viana, Jose;Wooten, Michael;Viana, Aimee;Ramirez, Andrea;Jackson, Candice;Bailey, Nathan;Muniz, Carlos;Menashi, Steven;Webster, Douglas;Smith, Kathleen
Subject: MEET: BiWeekly POC Political Lead Meeting
Attachments: Untitled

Hello All,

I have enjoyed offering this opportunity over the past year. With a lot more confirmed leadership in place, I think the usefulness has run its course. I hope folks have found these helpful. Thanks!

Jason

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Walker, Kathryn;Norris, Elizabeth;Oppenheim, Peter;Collett, Johnny;Richey, Kimberly;Viana, Jose;Wooten, Michael;Viana, Aimee;Ramirez, Andrea;Jackson, Candice;Bailey, Nathan;Muniz, Carlos;Menashi, Steven;Webster, Douglas;Smith, Kathleen;Coxen, Carrie;Walker, Kathryn;Oppenheim, Peter;Richey, Kimberly;Viana, Jose;Jackson, Candice;Bailey, Nathan;Smith, Kathleen
Subject:

Meeting Name: MEET: BiWeekly Political Lead Meeting
Purpose: TOTALLY VOLUNTARY in case POC Political leaders want to brainstorm together and converse.
Location: Jason's Office

NOTE: Please *do not forward* the invite to anyone that is not on the list below.

Participant List
Peter Oppenheim
Johnny Collett
Kim Richey
Jose Viana
Michael Wooten
Holly Ham
Aimee Viana
Andrea Ramirez
Candice Jackson
Nate Bailey
Carlos Muniz
Steve Menashi
Doug Webster
Kathleen Smith

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Jul 2017 15:15:16 +0000
To: Botel, Jason;Grant, Damaris;Norris, Elizabeth;Ramirez, Lisa
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Johnston, Michael;Coxen, Carrie
Cc: Apostolides, Melissa
Subject:

AMERICAN OVERSIGHT

Sent:	3 Dec 2018 20:15:48 +0000
To:	Botel, Jason;Johnston, Michael;Coxen, Carrie
Cc:	Apostolides, Melissa;Hahn, Nicholas
Subject:	MEET: BiWeekly-Event Planning

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Johnston, Michael;Coxen, Carrie
Cc: Apostolides, Melissa;Kerr, Patrick;Linnehan, Meredith
Subject: MEET: BiWeekly-Event Planning w/ MJ & CC

Conference Call Information:
Number: (b)(6)
Participa

NOTE: *Carrie will provide minutes to Jason.*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Johnston, Michael;Coxen, Carrie
Cc: Linnehan, Meredith;Kerr, Patrick;Apostolides, Melissa;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning w/ MJ & CC
Attachments: AGENDA.BiWeekly.Event.Planning.10.4.17doc.doc, BOTEL.EVENT.REVIEW.10.4.17.pdf

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

MATERIALS

AMERICAN OVERSIGHT

AGENDA

MEETING TITLE: Bi-Weekly Event Planning
DATE / TIME: Wednesday, October 4, 2017 / 9:30-10:00AM
BRIEFING AUTHOR: Michael Johnston

PURPOSE: To meet with ED staff who are contributing to the preparation of your Talking Points, Briefing Papers, and Question and Answers for your events. This meeting will review previous events and plan for upcoming events.

STAFF ATTENDING: Carrie Coxen, Michael Johnston, Patrick Kerr, Meredith Linnehan

AGENDA:

- After Action Review
  - Lessons learned
    - What went well?
    - What to improve?
    - What to sustain?
- Meet with Patrick/Meredith on October 17th (scheduled)
  - They have been approved for travel to DC and will be meeting with other senior staff that they support.
- Review upcoming events
  - Confirm ASBO Date and Content
  - Confirm OEL Grantee meeting Date and Content
  - Confirm ParentCamp Details
  - Confirm SETDA Details
- Questions/concerns

Prior Events:
9-25-17: NAFIS

AMERICAN OVERSIGHT

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 180

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

OFFICE OF ELEMENTARY & SECONDARY EDUCATION – U.S. DEPARTMENT OF EDUCATION
EVENT REQUEST FORM

PLEASE READ:
Complete and return this form to the appropriate scheduler.
Requests submitted with less than four weeks' notice are difficult to accommodate.
Due to the high number of scheduling inquiries received by our office, not all requests can by granted.

BASIC INFORMATION			
Today's Date	**RSVP Date**	**Organization**	**Event Title**
09/21/17	09/26/17	OESE, Office of Early Learning	Annual Grantee Meeting

Event Description (include event's website if applicable)

Annual Grantee meeting to discuss the progress of early learning reforms across states, explore best practices, share the latest research informing the early learning field, and discuss the early learning opportunities under the new ESSA requirements. In addition, the meeting is designed to support opportunities for States to network and share strategies for sustaining the early learning gains that can be leveraged by their peers.

Event Start Date/Time	**Event End Date/Time**	**City**	**State**
Tuesday, Oct. 17th, 8:30am	Thursday, Oct. 19th, 4:00pm	Crystal City	VA

Location (include specific address, room designation, etc.)	**Registration Fee Charged**	**Size of Audience**
Hilton Crystal City Hotel 2399 Jefferson Davis Highway Crystal City, VA Meeting in: Hotel Ballroom	X No ☐ Yes: $_____	200

Is an award being given?	**Name of Award**	**Monetary Value?**
X No ☐ Yes		☐ No ☐ Yes: $_____

Description of Audience (please be as specific as possible. I.e. teachers, students, elected officials and/or other)

DEPUTY ASSISTANT SECRETARY'S (DAS) ROLE	Please outline below what you are requesting of the Deputy Assistant Secretary
Total running time for the Deputy Assistant Secretary's participation	30 min. (Wednesday, Oct. 18th)
Start time for the Deputy Assistant Secretary's participation	8:30am
End time for the Deputy Assistant Secretary's participation	9:00am
Preferred format (e.g., speech, informal remarks, keynote, Q&A)	Opening Remarks (15 minutes, HHS leader will do 15 min.)
Who will introduce the Deputy Assistant Secretary? (name, title, organization)	Tammy Proctor, Group Leader, Office of Early Learning, US Dept. of Education
Preferred Department of Education Surrogate (In the event the Assistant Secretary is unavailable)	Sylvia Lyles, Acting Director, Office of Early Learning

ADDITIONAL INFORMATION

Please provide justification as to why the Deputy Assistant Secretary should attend this event:

Since the Early Learning programs are jointly administered with HHS, having leadership from both agencies will continue to demonstrate the cross agency collaboration at the federal level that the Departments have required Stated to do in order to decrease duplication and ensure streamlined and equitable services to all children. The Department's presence would add value to ED's commitment for Early Learning in particular "Preschool" if the Assistant Secretary/Deputy Assistant Secretary attends.

Requested themes or topics to address	**Other Department of Education officials invited**
Celebrating Innovations: Building on Success Facilitate discussions of future directions to support and	No

AMERICAN OVERSIGHT

sustain early learning efforts and gains for the nation's children	
Other Trump Administration officials invited	**State and local elected officials invited**
No	No
Who else is confirmed to headline this event?	**List other notable attendees/participants**
	None
Do you have additional questions or comments?	
No	
Is this event open or closed to the press?	Closed

CONTACT INFORMATION			
Primary Contact Name	**Title**	**Phone (best & alternate)**	**Email**
Tammy Proctor	Group Leader	260-7803 & 202-699-0845	Tammy.Proctor@ed.gov
Press and Public Affairs Name	**Title**	**Phone (best & alternate)**	**Email**
NA			

INTERNAL USE ONLY:

ED Contact Person: Tammy Proctor
Briefing Prep: Yes, as needed
Recommended ED staff/surrogate: Sylvia Lyles- Acting Director

AMERICAN OVERSIGHT

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

EVENT BRIEFING for the ACTING ASSISTANT SECRETARY, Office of Elementary and Secondary Education

EVENT TITLE: *Family Forum: Informed Families Thrive - Equipping Middle & High School Students for Success*

DATE: October 23, 2017

LOCATION: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C.

TIME: 9:00 am – 9:40 am: A request has been made for YOU to speak to parents, students, administrators and others at the Family Forum as your schedule permits in this window (9:00 am to 9:40 am). The Family Forum is scheduled to be held from 9:00 am to 1:00 pm.

ED STAFF: Dr. Monique Chism, Deputy Assistant Secretary, Office of Elementary and Secondary Education; Karen Stratman, Director of the National Engagement Team in the Office of Communications and Outreach; Frances Frost, Family Ambassador in the Office of Elementary and Secondary Education; the Family and Community Engagement Team; and Carrie Jasper, Office of Communications and Outreach.

ADVANCE: Carrie Jasper (Office of Communications and Outreach)

PURPOSE:
YOU will give a keynote speech (20-30 minutes) to attendees, which may include parents, students, educators, school administrators, and community members, sharing the administration's agenda and stating the importance of engaging families.

FORMAT AND SEQUENCE OF EVENTS:
Format: In the Barnard auditorium at the Department **YOU** will speak to attendees.

- **YOU** will be introduced by Dr. Monique Chism, Deputy Assistant Secretary.
- **YOU** will give the keynote stating the agenda for this administration around family engagement emphasizing the importance of schools partnering with families.
- **YOU** will have 20 to 30 minutes for **YOUR** keynote speech.
- **YOU** will be free to leave immediately after the keynote.
- If your schedule permits, **YOU** will take photos with guests

EXTERNAL PARTICIPANTS:

- **Facilitators** (a list shall be provided; most of the facilitators will be ED staff

PRESS PLAN:
Closed

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BACKGROUND:

- The Family Forum will consist of up to 21 workshop sessions, on topics that will help to inform parents about making decisions about their child's education at the middle and high school levels and provides a platform for attendees to share their concerns and solutions with each other. Sessions will be facilitated by ED staff and invited guests, as a dialogue between attendees.
- The current family forum is based on the concept of the ParentCamp. It is being identified as "Family Forum" until the MOU submitted for the "ParentCamp" event is approved. It is currently in the clearance and approval process.
- The U. S. Department of Education hosted its first ParentCamp on October 26, 2015 and has held three since then.
- ED has used the ParentCamps as a platform to share the administrations agenda and to introduce and disseminate new publications.
- A ParentCamp toolkit was developed by the Family and Community Engagement Team in 2016 and is posted on the family and community engagement webpage.

WHOM TO RECOGNIZE:

- Monique Chism, Deputy Assistant Secretary, Office of Elementary and Secondary Education
- Karen Stratman, Director of the National Engagement Team in the Office of Communications and Outreach;
- ED's Family Ambassador, Frances Frost
- The Family and Community Engagement Team

Agenda and Talking Points forthcoming

BRIEFING AUTHORS:

Frances Frost, OESE, 202-453-5979
Carrie Jasper, OCO, 202-401-1524

AMERICAN OVERSIGHT

Estimated Due Date to OESE: October 18-19
Writer: Patrick

4. **SETDA 2017 Leadership Summit: Leveraging Technology to Personalize Student Learning**
    a. **Requestor:** SETDA, Tracy Weeks, Executive Director
    b. **Date:** Monday, October 23, 2017
    c. **Time:** TBD, 12:30-1:30PM –Remarks
    d. **Location:** MD/Gaylord National Resort & Convention Center
    e. **The Ask:** 10-15 minutes of remarks and then the Secretary could give the Student Voices Award to the student team. The Secretary would be welcome to stay and watch the student team presentation. Attendees would benefit from hearing the US Department of Education's vision on transforming education through digital teaching and learning.
    f. **Other ED officials (invited):** Members of the Office of Education Technology
    g. **Your Message:**

Format: Request is for 10-15 minutes of remarks at the Student Voices Award and Panel – to be held 12:30-1:30PM. After remarks, Jason will present the Student Voices Award to the student team.

- Topic of remarks: ED's vision for transforming education through digital teaching and learning. Other themes: digital teaching and learning, personalized learning, State leadership.
- The Education Forum at SETDA's annual Leadership Summit highlights the full scope of the digital transformation of policy and practice underway in K-12 education. The event includes VIP guests from the executive leadership from national educational organizations, policy makers and representatives from think-tanks and various federal agencies, who attend as keynote speakers, panelists and working group participants. Leaders from more than 40 state departments of education, including leaders in educational technology, assessment, instructional materials and professional development, along with SETDA's Private Sector Partners, will be present.
- The event fosters in-depth dialogue coupled with collaborative work and includes states sharing examples of educational technology policies, practices and exemplary examples and in-depth topic discussions on the most pressing national, educational technology issues.
- Event details: http://leadershipsummit.setda.org/2017-leadership-summit/#!/overview
- During this annual event, SETDA hosts the Student Voices Award and Panel: an opportunity to hear from students enrolled in leading educational technology programs. http://www.setda.org/outreach/awards/student-voices/
- Members of the Office of Education Technology have also been invited.

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- Writer will work with representatives from OESE (?), Office of Education Technology (correct?), and Tracy Weeks, SETDA Executive Director (correct?) Are there specific ED contacts OESE recommends reaching out to for content?

Notes from Jason:

ITEM(S) DUE: October 19
Estimated Due Date to OESE: TPs
Writer: Melissa Apostolides

AMERICAN OVERSIGHT

OFFICE OF ELEMENTARY & SECONDARY EDUCATION – U.S. DEPARTMENT OF EDUCATION
EVENT REQUEST FORM

PLEASE READ:
Complete and return this form to the appropriate scheduler.
Requests submitted with less than four weeks' notice are difficult to accommodate.
Due to the high number of scheduling inquiries received by our office, not all requests can by granted.

BASIC INFORMATION

Today's Date	RSVP Date	Organization	Event Title
8/17/2017	8/24/2017	SETDA	2017 Leadership Summit: Leveraging Technology to Personalize Student Learning

Event Description (include event's website if applicable)

The Education Forum at SETDA's annual Leadership Summit is an event to shine a spotlight on the full scope of the digital transformation of policy and practice underway in K-12 education. The event includes VIP guests from the executive leadership from national educational organizations, policy makers and representatives from think-tanks and various federal agencies to attend and participate as keynote speakers, panelists and working group participants. Leaders from more than 40 state departments of education, including leaders in educational technology, assessment, instructional materials and professional development, along with SETDA's Private Sector Partners attend. The event is designed to foster in-depth dialogue coupled with collaborative work and includes states sharing examples of educational technology policies, practices and exemplary examples and in-depth topic discussions on the most pressing national, educational technology issues

Event details: http://leadershipsummit.setda.org/2017-leadership-summit/#!/overview

As part of the event each year, SETDA hosts the Student Voices Award and Panel: an opportunity to hear from students enrolled in leading educational technology programs. http://www.setda.org/outreach/awards/student-voices/

Event Start Date/Time	Event End Date/Time	City	State
10/23/2017 8:30 am	10/23/2017 2:30 pm	National Harbor	Maryland

Location (include specific address, room designation, etc.)	Registration Fee Charged	Size of Audience
Gaylord National Resort & Convention Center 201 Waterfront Street Room TBD	x No ☐ Yes: $_____	150-200

Is an award being given?	Name of Award	Monetary Value?
x No ☐ Yes		☐ No ☐ Yes: $_____

Description of Audience (please be as specific as possible. I.e. teachers, students, elected officials and/or other)

Leaders from more than 40 state departments of education, digital learning private sector representatives, executive leaders from national educational organizations, policy makers and representatives from think-tanks and various federal agencies.

DEPUTY ASSISTANT SECRETARY'S (DAS) ROLE — Please outline below what you are requesting of the Deputy Assistant Secretary

Total running time for the Deputy Assistant Secretary's participation	Maximum of 2 hours
Start time for the Deputy Assistant Secretary's participation	12:30 pm
End time for the Deputy Assistant Secretary's participation	2:00 pm
Preferred format (e.g., speech, informal remarks, keynote, Q&A)	10-15 minutes of remarks and then the Secretary could give the Student Voices Award to the student team. The Secretary would be welcome to stay and watch the student team presentation. For more about the award and the winning team: http://www.setda.org/outreach/press-releases/press-releases-2017/studentcvoices/
Who will introduce the Deputy Assistant Secretary? (name, title, organization)	Dr. Tracy Weeks, Executive Director of SETDA
Preferred Department of Education Surrogate (in the event the Assistant Secretary is unavailable)	

ADDITIONAL INFORMATION

AMERICAN
ED-17-0431-F-002353

Please provide justification as to why the Deputy Assistant Secretary should attend this event:	
The Secretary of Education has expressed an interest and passion for leveraging technology for student learning. Additionally, she has also advocated for strong leadership at the state level. SETDA members are the digital learning leaders in the State Education Agencies in each state across the nation. They would benefit from hearing the US Department of Education's vision on transforming education through digital teaching and learning. In addition, this year's Student Voices Award winners are from an online charter school in Utah.	
Requested themes or topics to address	**Other Department of Education officials invited**
Digital Teaching and Learning Personalized Learning State Leadership	Members of the Office of Education Technology
Other Trump Administration officials invited	**State and local elected officials invited**
None at this time	Educational Technology leaders from each state
Who else is confirmed to headline this event?	**List other notable attendees/participants**
Hadi Partovi, CEO, Code.org	Leaders from other education technology organizations: ISTE, CoSN, Code.org, DigiLearn
Do you have additional questions or comments?	
Is this event open or closed to the press?	Open

CONTACT INFORMATION			
Primary Contact Name	**Title**	**Phone (best & alternate)**	**Email**
Tracy Weeks	Executive Director	919-264-9633	tweeks@setda.org
Press and Public Affairs Name	**Title**	**Phone (best & alternate)**	**Email**
Same as above			

INTERNAL USE ONLY:

ED Contact Person: Briefing Prep: Recommended ED staff/surrogate:

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning
Attachments: 112917 BiWeekly Event Planning Agenda.docx

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

BiWeekly Event Planning Agenda

November 29, 2017

Previous November Events:

11/2/17 Mapping Magnet Success: Moving From Action to Outcomes

11/6/17 Blue Ribbon Schools

11/10/17 AASA Superintendent of the Year

11/15/17 CCSSO Remarks-St. Louis

11/16/17 Arts in Education Project Directors Meeting

Upcoming Events:

12/13/17 Promise Neighborhoods-Remarks/ Q&A

12/15/17 Council of State Governments Conference-Remarks/ Q&A

1/25/17 School Choice Remarks

Medium Post

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning

*Hi! This is pushed back to 4:40PM. Please note there is a hard stop at 5!

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Norris, Elizabeth
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Norris, Elizabeth;Ramirez, Lisa
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject: MEET: BiWeekly-Event Planning

Moving this to Thursday morning!

Conference Call Information Jason Botel:
Number (b)(6)
Particip

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Norris, Elizabeth;Ramirez, Lisa
Cc: Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas;Apostolides, Melissa
Subject:

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Norris, Elizabeth;Ramirez, Lisa
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Norris, Elizabeth;Ramirez, Lisa
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:48 +0000
To: Botel, Jason;Coxen, Carrie;Norris, Elizabeth;Ramirez, Lisa;Grant, Damaris
Cc: Apostolides, Melissa;Linnehan, Meredith;Kerr, Patrick;Hahn, Nicholas
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 May 2017 22:06:45 +0000
To: Botel, Jason;Coxen, Carrie
Subject: MEET: Carrie/Jason Weekly Check In
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:50 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:50 +0000
To: Botel, Jason;Coxen, Carrie
Subject: MEET: Carrie/Jason Weekly Check In-Drop By to Front Desk Upstairs

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Jun 2017 15:42:36 +0000
To: Botel, Jason;Coxen, Carrie;Anderson, Margo;Bell-Ellwanger, Jenn;Brock, Thomas;Rinkus, Christopher
Subject: MEET: EPG Evidence Follow Up

Really sorry for the late notice but it turns out I need to meet with Josh at 10. We will have to reschedule. Thanks and sorry again for the inconvenience

Meeting Name: MEET: EPG Evidence Follow Up
Purpose: Informal follow up on EPG Evidence next steps.
Location: Jason's Office

Participants
-Jason Botel
-Margo Anderson
-Jenn Bell-Ellwanger
-Tom Brock

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jun 2017 12:45:27 +0000
To: Botel, Jason;Johnston, Michael;Coxen, Carrie
Subject: MEET: Mike & Jason OCO
Importance: High

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Jun 2017 16:22:54 +0000
To: Botel, Jason;Coxen, Carrie;Viana, Jose
Subject: MEET: OELA 2018 Budget

Meeting Name: MEET: OELA 2018 Budget
Purpose: OELA's 2018 budget since it's tied to Title III funds

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Sep 2017 13:42:39 +0000
To: Botel, Jason;Coxen, Carrie;Ventimiglia, Eric
Subject: MEET: OESE Staffing

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Jun 2017 14:04:59 +0000
To: Botel, Jason;Chism, Monique;Ramirez, Lisa;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Quick 5 Mins
Importance: High

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Oct 2017 19:41:43 +0000
To: Botel, Jason;Coxen, Carrie;Patrick Rooney (patrick.rooney@ed.gov);Roberta Miceli (roberta.miceli@ed.gov);Rinkus, Christopher;Ramirez, Lisa
Cc: Siry, Melissa
Subject: MEET: States and Consistently Underperforming

We no longer need this meeting. Thanks!

Meeting Name: MEET: Underperforming States
Purpose: To discuss two states that Alliance for Excellence Education said did not define consistently underperforming or additional tsi specifically.
Location: Jason's Office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 May 2017 18:24:43 +0000
To: Botel, Jason;Rooney, Patrick;Coxen, Carrie
Subject: MEET: VA State Assessment

Meeting Name: VA State Assessment
Time: May 9th 12:30PM
Location: Jason's Office
Purpose: To discuss VA State Assessment Peer Review prior to call with State Chief

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Aug 2017 13:15:27 +0000
To: Botel, Jason;Coxen, Carrie;Giusti, Alda;Hunter, Tina;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark
Subject: MEET: Vendor Performance Part 2

Meeting Name: MEET: Performance Vendors
Purpose: Continuation of discussion from August discussion about what information we have about the performance of the vendors in our spending plans, and how we can go about collecting more information in the future.
Location: Jason's Office

NOTE: *Mark please invite any additional participants you feel are necessary.*

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

From: Coxen, Carrie
Sent: 5 May 2017 17:36:45 +0000
To: Coxen, Carrie;Botel, Jason;Eitel, Robert
Subject: MEET-Employee Engagement - Organizational Questions

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Apr 2017 19:31:16 +0000
To: Botel, Jason
Subject: Meeting - Andrew Rich/Harry S. Truman Scholarship Foundation

The U.S. Department of Education is located at 400 Maryland Ave SW, across the street from the Air & Space Smithsonian. The nearest Metro station is L'Enfant Plaza which services the green, yellow, blue, orange, and silver lines. There is no garage parking available for this meeting, but street parking and public parking garages are available in the area.

You may enter the Department at either the Maryland Ave SW entrance or the C Street SW entrance. Once you enter the building, first pass through security and then ask the front desk to call **Carrie Coxen (401-0026)** and she will come down and escort you up to the meeting. You will need a government issued ID (such as a driver's license) for entering the building.

Andrew Rich
Executive Secretary
Harry S. Truman Scholarship Foundation
712 Jackson Place, NW
Washington, DC 20006

202.395.3545 (work)
917.922.0843 (cell)
arich@truman.gov
www.truman.gov

Background:
From: "Cox-Roush, Deborah" <Deborah.Cox-Roush@ed.gov>
Date: Thursday, March 9, 2017 at 12:09 PM
To: Andrew Rich <arich@truman.gov>
Cc: "Botel, Jason" <Jason.Botel@ed.gov>
Subject: RE: Board

Andrew

Thank you for your assistance today and answering all of my questions.

I have attached, per your request, Secretary DeVos bio and picture for your use.

In regard to the Secretary's designee - Jason Botel, Senior Advisor will serve as designee to the foundation. His contact information is below:

Jason.Botel@ed.gov
(202)453-6048

After it is set, please send me the information details for the next meeting or any other information that the Secretary or Jason may need. Again thank you.

Do not hesitate to call me with additional questions or if you need additional information.

Thank you.

AMERICAN OVERSIGHT

Deborah Cox-Roush
Special Assistant to the Secretary
US Dept. of Education
400 Maryland Avenue, SW
Washington, DC 20202
Cell: (b)(6) **Ofc:** 202-453-7278 | **Email:** Deborah.Cox-Roush@ed.gov

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jun 2017 16:28:07 +0000
To: Botel, Jason;Coxen, Carrie;Chism, Monique;Ford, Kim R.;Brickman, Michael;Smith, Kathleen
Subject: MEETING: College in High School Alliance

Call-in info for OCTAE: (b)(6)

Meeting Name: MEETING: College in High School Alliance
Purpose: To discuss the Department's feedback to States on their ESSA plans to clarify how states should include and explain advanced coursework as part of the college and career readiness optional indicator.
Date: July 10th 3PM-3:30PM
Location: Jason's Office

PARTICIPANTS

- Clara Haskell Botstein, Associate Vice President, Bard Early Colleges
- Lillian Pace, Senior Director of National Policy, KnowledgeWorks Foundation
- Lexi Barrett, Director of National Education Policy, Jobs for the Future
- Alex Perry, Coordinator, College in High School Alliance (registered lobbyist – can be excluded if appropriate)

POINT OF CONTACT

- Name: Clara Haskell Botstein
- Title/Organization: Associate Vice President, Bard Early Colleges
- Phone: (914) 388-0699
- Email: cbotstein@bard.edu
-

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jun 2017 17:12:12 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher
Subject: MEETING: PHONE CALL: JHU Institute for Education Policy
Attachments: ListofAttendees.doc

Meeting Name: MEETING: PHONE CALL: JHU Institute for Education Policy
Purpose: A federal approach to pluralism and accountability

MATERIALS PROVIDED

AMERICAN OVERSIGHT

United States Education Department
Discussion: A federal approach to pluralism and accountability
Possible Participants

Research

David Figlio
Dean, School of Education, Northwestern University; figlio@northwestern.edu
David Figlio is the Orrington Lunt Professor of Education and Social Policy, Director of the Institute for Policy Research, and Professor of Human Development and Social Policy, and Economics (by courtesy) at Northwestern University, as well as Research Associate at the National Bureau of Economic Research and Associate of the Institute for Research on Poverty at the University of Wisconsin-Madison. His research on education and social policy, including influential work on school accountability, standards, welfare policy, and policy design, has been published in numerous leading journals including the American Economic Review, Journal of Public Economics, Journal of Law and Economics and Journal of Human Resources. His research has been funded by the National Science Foundation, the National Institutes of Child Health and Human Development, and the U.S. Departments of Agriculture, Education, and Health and Human Services, as well as the Annie E. Casey Foundation, Atlantic Philanthropic Society, Smith Richardson Foundation and Spencer Foundation. He is a member of the Executive Board of the National Center for the Analysis of Longitudinal Data in Education Research and serves as co-editor of the *Journal of Human Resources* and associate editor of the *American Economic Journal: Economic Policy, Journal of Urban Economics*, and *Education Finance and Policy*. He has served on numerous national education task forces and panels, and has advised several U.S. states and nations on five continents on the design, implementation and evaluation of education policy. Figlio received his B.S./B.A. in Business Economics/Public Policy in 1991 from George Washington University. He earned his M.S. in Economics from the University of Wisconsin-Madison in 1992 and a PhD in Economics in 1995 from the University of Wisconsin-Madison as well.

Patrick Wolf
Professor and Researcher at the University of Arkansas; pwolf@uark.edu
Patrick J. Wolf is Distinguished Professor of Education Policy and 21st Century Endowed Chair in School Choice in the Department of Education Reform at the University of Arkansas College of Education and Health Professions. He previously taught at Columbia and Georgetown University. Wolf has worked as a state government administrator and an advocate for people with hearing impairments. As principal investigator of the School Choice Demonstration Project he has led or is leading major studies of school choice initiatives including longitudinal evaluations of school voucher programs in Washington, DC; Milwaukee, WI; and the state of Louisiana. Research projects led or co-led by Dr. Wolf have been awarded 34 research grants and contracts totaling nearly $22 million. He has authored, co-authored, or co-edited four books and over 120 journal articles, book chapters, and policy reports on school choice, civic values, special education, public management, and campaign finance. He earned his B.A. in 1987 from the University of St. Thomas, St. Paul MN in Political Science and Philosophy, Summa Cum Laude. In 1993 he received his A.M. from Harvard University in Political Science. He earned his PhD in Government (political science) in 1995, also from Harvard University.

AMERICAN OVERSIGHT

Practice and Advocacy

John Eriksen
CEO of Drexel Fund; john@drexelfund.org
Prior to The Drexel Fund, John worked at the Leadership Roundtable with a focus on Catholic schools. At age 34, John became one of the youngest Catholic school superintendents in the country in Paterson, New Jersey where his work was featured in the Time magazine article "Looking for Solutions to the Catholic School Crisis." John began his career in education as a high school teacher in Baton Rouge, Louisiana as part of the 4th cohort of teachers in the Alliance for Catholic Education. John earned a B.A. in economics, history and government from the University of Notre Dame, as well as an M.A.T. from the University of Portland and a M.P.P. from Harvard's Kennedy School of Government. John is an Aspen-Pahara Institute Fellow.

- The Drexel Fund. The Drexel Fund is a 501(c)3 venture philanthropy fund that invests and partners in the **growth of high-quality, financially sustainable networks of faith-based and other private schools** to create transformational outcomes for all students and families. The Fund will provide growth funding to high-quality, nonprofit school operators replicating their successful school models; launching innovative new models; and developing network support for at least four schools.

Derrell Bradford
Executive VP of 50CAN; derrell.bradford@nycan.org (917-609-3944)
Derrell Bradford is the executive vice president of 50CAN and the executive director of NYCAN. In his national role, Derrell recruits and trains local leaders across the 50CAN network for roles as CAN executive directors, fellows and YouCAN advocates. Derrell continues his work as the executive director of NYCAN and on network-wide innovations like the Corps Knowledge project. He previously served as the executive director at Better Education for Kids. At B4K Derrell worked to secure passage of the tenure reform legislation TEACH NJ. B4K's advocacy also led to electoral victories for reform-minded candidates across the state. Prior to B4K, Derrell spent nine years with New Jersey's Excellent Education for Everyone (E3) as director of communications and then executive director. While there he also served on the state's Educator Effectiveness Task Force. Derrell earned a bachelor's degree in English from the University of Pennsylvania.

- 50CAN. Our mission is to advocate at the local level for a high-quality education for all kids, regardless of their address. We are guided by four foundational beliefs that make up our vision for the road ahead: We believe that growing the ranks of citizen-advocates will change the trajectory of children's lives; we believe in the power of evidence-based policy and the power of open advocacy; we believe that nationwide change depends on a network of local advocates; we believe that to improve education for all students, we need an unwavering commitment and a clear-eyed approach.

Law

Dick Komer
Institute for Justice; rkomer@ij.org
Richard "Dick" Komer serves as a senior attorney at the Institute for Justice. He litigates school choice cases in both federal and state courts. Several of his current cases involve the constitutionality of allowing school choice programs to include religious schools among the private schools that can

AMERICAN OVERSIGHT

participate. He is IJ's resident expert on state Blaine Amendments. Prior to his work at the Institute, Dick worked as a career civil rights lawyer for the federal government, working at the Departments of Education and Justice, as well as at the Equal Employment Opportunity Commission, first as a special assistant to the Chairman, Clarence Thomas, and then as Director of the Office of Legal Counsel. He ended his government employment as Deputy Assistant Secretary for Civil Rights at the Department of Education. He received his B.A. from Harvard College in 1974 and his law degree from the University of Virginia in 1978.

- IJ: The Institute for Justice combines cutting-edge litigation, sophisticated media relations, strategic research, boots-on-the-ground advocacy and much more to fight on behalf of those individuals who are denied their constitutional rights. Despite the challenge of taking on powerful government officials and entrenched precedents, IJ is successful in winning 70 percent of its cases in the court of law, in the court of public opinion or through legislative reforms.

Nicole Garnett
Professor of Law at Notre Dame University; ngarnett@nd.edu (574-631-3091)
Nicole Stelle Garnett's teaching and research focus on property, land use, urban development, local government law, and education policy. She is the author of numerous articles on these subjects and of *Ordering the City: Land Use, Policing and the Restoration of Urban America* (Yale University Press, 2009). Her most recent book, *Lost Classroom, Lost Community: Catholic Schools' Importance in Urban America*, represents the culmination of a major empirical research project with Prof. Margaret "Peg" Brinig of Notre Dame Law School. Their work examines the effects of Catholic school closures on urban neighborhoods. At Notre Dame, Prof. Garnett is also a fellow of the Institute for Educational Initiatives and the Coordinator of Policy for the Institute's Alliance for Catholic Education (ACE). From 2008 to 2010, she served as Provost Fellow at Notre Dame and, during the spring of 2007, as a Visiting Professor of Law at the University of Chicago Law School. She earned her B.A. in political science from Stanford University in 1992. In 1995, she received her J.D. from Yale Law School.

Policy

John White
Superintendent, Louisiana Department of Education; for email address, ask Ashley Berner at Ashley.berner@jhu.edu
John White was named Louisiana State Superintendent of Education in January of 2012. That year he launched Louisiana Believes, the state's plan to ensure every child is on track to college or a professional career. Prior to being named State Superintendent, White served as Superintendent of the Louisiana Recovery School District, overseeing the nation's first system of publicly-funded charter and non-public schools in New Orleans and launching the Baton Rouge Achievement Zone. Before moving to Louisiana, White worked in New York City under Mayor Michael Bloomberg and Chancellor Joel Klein. While in New York he served as Deputy Chancellor, launching the Innovation Zone, a network of 100 21st Century schools that use technology to personalize student learning, and leading the city's efforts to turn around more than 100 failing schools and start 500 new charter and district schools. White previously served as Executive Director of Teach For America – Chicago and Teach For America – New Jersey. He began his career as an English teacher at William L. Dickinson High School in Jersey City, New Jersey. He received his B.A. in English with distinction from the University of Virginia and received his Master's in Public Administration from New York University.

Mike Petrilli

AMERICAN OVERSIGHT

CEO, Thomas B. Fordham Institute; mpetrilli@edexcellence.net

Mike Petrilli is president of the Thomas B. Fordham Institute, research fellow at Stanford University's Hoover Institution, executive editor of *Education Next*, and a Distinguished Senior Fellow for Education Commission of the States. An award-winning writer, he is the author of *The Diverse Schools Dilemma*, and editor of *Education for Upward Mobility*. Petrilli has published opinion pieces in the *New York Times*, *Washington Post, Wall Street Journal, Bloomberg View*, and *Slate*, and appears frequently on television and radio. Petrilli helped to create the U.S. Department of Education's Office of Innovation and Improvement, the Policy Innovators in Education Network, and, long, long ago, Young Education Professionals. He serves on the advisory boards of the Association of American Educators, MDRC, and Texas Aspires. He has earned a bachelor's degree in honors political science from the University of Michigan.

Representative from Indiana's SEA TBD.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 Sep 2017 16:51:02 +0000
To: Lee, Ebony;Botel, Jason;Coxen, Carrie;Rinkus, Christopher
Subject: Meeting- Adonai Mack- Association of California School Administrators

Hi. I have been hoping to have an opportunity to cross paths with you in your new role and now I do. Adonai Mack, government affairs director for the Association of California School Administrators, will be in town later in the month and I wondered if you might have time for a short meeting with him? In addition to his work with ACSA, one of the largest and strongest school leader organizations in the country, Adonai is also working with the National Association of School Superintendents (NASS), a growing group of superintendents and aspiring superintendents from across the country.

Attendees:

- Adonai Mack – Director of Federal Relations, Association of California School Administrators (ACSA)
- Reg Leichty – Founding Partner, Foresight Law + Policy
- Amy Starzynski – Founding Partner, Foresight Law + Policy

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Apr 2017 19:09:10 +0000
To: Botel, Jason;Brickman, Michael
Subject: Meeting Michael Brickman/Jason Botel

4/14 Update: Change in Office – New Location 3W315

Please let me know if this works for your schedule.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 5 Jun 2017 14:16:21 +0000
To: Lee, Ebony;Buchesky, Stanley;Brickman, Michael;Botel, Jason;Johnston, Chris
Cc: Kovacs, Steve;Ponce, Carola;Martin, Paris P. EOP/OMB;Holmes, David E. EOP/OMB;Coxen, Carrie
Subject: Meeting with U.S. Dept. of Education / United States Digital Service

Good morning,

Ebony received this meeting request and thought you all should join as well. The information for the meeting is below.

As a brief background, the U.S. Digital Service is a small group of technologists from leading companies in the private sector. We're engineers, product managers, researchers, and interface designers who join the government for term-limited tours of duty to help improve the digital products and services that citizens use every day. In addition to our small team at ED, there are Digital Service teams at the VA, HHS, DHS, DoD, SBA, and other agencies.

If you and your staff have 30 to 45 minutes in the next week or two, our team would welcome the opportunity to show you results of some projects we've worked on at ED and describe others we're looking forward to accomplishing in the future.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 17 Apr 2017 13:13:16 +0000
To: Venable, Joshua;Goad, Robert;Lee, Ebony;Botel, Jason
Subject: Motor pool pick up en route EEOB

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 17 Apr 2017 13:14:04 +0000
To: Venable, Joshua;Goad, Robert;Lee, Ebony;Botel, Jason
Subject: Motor pool pick up en route LBJ

AMERICAN OVERSIGHT

From: Arnold, Nathan
Sent: 7 Apr 2017 16:43:47 +0000
To: Arnold, Nathan;Eitel, Robert;Manning, James;Mahaffie, Lynn;Bennett, Ron;Kossack, Andrew;Riemer, Jeffrey (Justin);Botel, Jason;Lee, Ebony;Mangold, Donna;Minor, Robin;Finley, Steve;Urwitz, Jay;McLarnon, Gail;Frola, Michael
Subject: Nonprofit conversions briefing

AMERICAN OVERSIGHT

From: Arnold, Nathan
Sent: 10 Apr 2017 14:05:23 +0000
To: Arnold, Nathan;Eitel, Robert;Manning, James;Mahaffie, Lynn;Bennett, Ron;Kossack, Andrew;Riemer, Jeffrey (Justin);Botel, Jason;Lee, Ebony;Mangold, Donna;Minor, Robin;Finley, Steve;Urwitz, Jay;McLarnon, Gail;Frola, Michael
Cc: Smith, Kathleen
Subject: Nonprofit conversions briefing

Update 4/10: Rescheduling due to timing conflicts

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Aug 2017 19:02:14 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject: OESE All Staff

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Apr 2017 17:22:37 +0000
Subject: Office Time

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Apr 2017 20:41:00 +0000
To: Botel, Jason
Subject: Office Time

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Apr 2017 14:43:09 +0000
Subject: Office Time

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 May 2017 20:30:11 +0000
To: Botel, Jason
Subject: Office Time

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Apr 2017 20:09:59 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Phone Call to Chief State Schools Officer - Indiana

Superintendent of Public Instruction Jennifer McCormick

Just in case, her cell number is (b)(6)

Background:
Dr. Jennifer McCormick, Indiana's Superintendent of Public Instruction, is a nationally recognized innovator and leader in education. Over the course of nearly two decades, Dr. McCormick has served at every level of the traditional public education system. She began in the classroom as a special education teacher, then served as a middle school language arts teacher (1996-2004) before becoming principal of Yorktown Elementary School (2004-2007). She was named assistant superintendent of Yorktown Community Schools (2007-2010) before she was elevated to superintendent in 2010.
Dr. McCormick's work as an education innovator was recognized nationally in 2014 when she was invited to the White House to participate in The National Connected Superintendents Summit. She is the recipient of the Outstanding Contributor to Education Award from the Muncie Delaware County Chamber of Commerce and was named Person of the Year by the Yorktown Chamber of Commerce in 2013.
Dr. McCormick served as secretary of the board for Ivy Tech East Central Region and was appointed as an eLearning Leadership Cadre member by the Indiana Department of Education. She served on the board of the Indiana Association of School Business Officials and was a Delaware County Youth Salutes board member.

Talking Points:

State Chief	ESSA State Plan	Bullet Points
Jennifer McCormick State Superintendent of Public Instruction Assumed office: 1/23/17 Elected by popular vote	**Submitting in Sept.**	• **Prior to her election as State Superintendent, Dr. McCormick was superintendent of Yorktown Community Schools beginning in 2010.** • **Dr. McCormick's work as an education innovator was recognized nationally in 2014 when she was invited to the White House to participate in The National Connected Superintendents Summit.** • **IN's alternate assessment design for SY 2015-16 did not produce a sufficient number of responses at each performance level for the State to set cut scores. To resolve this, IN is preparing a standard setting design for Indiana's TAC to review in April, followed by standard setting meetings set for June, 2017. Achievement standards are scheduled to be presented to the Indiana State Board of Education for approval in July, with ISTAR test results available to schools and parents by late July/early August.**

AMERICAN OVERSIGHT

- **IN is implementing an MOA over the next five years to correct allocation errors that were made with Title IIA funds over a number of years.**

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 May 2017 15:21:39 +0000
Subject: PLEASE IGNORE - Temporary item created by Microsoft Conferencing Add-in for Outlook (Version 8.0.6362.201)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 May 2017 20:46:53 +0000
Subject: PLEASE IGNORE - Temporary item created by Microsoft Conferencing Add-in for Outlook (Version 8.0.6362.201)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 May 2017 16:20:27 +0000
Subject: PLEASE IGNORE - Temporary item created by Microsoft Conferencing Add-in for Outlook (Version 8.0.6362.201)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 May 2017 14:33:19 +0000
Subject: PLEASE IGNORE - Temporary item created by Microsoft Conferencing Add-in for Outlook (Version 8.0.6362.201)

AMERICAN OVERSIGHT

From: Cuffee-Graves, Cassandra
Sent: 10 Apr 2017 19:59:39 +0000
To: Cuffee-Graves, Cassandra;Green, Bianca;Barclay, Valarie;Haynes, Walidah;Toner, Jana;Young, Patrick;Cox-Roush, Deborah;Carter, Denise;Botel, Jason;Ham, Holly
Cc: Starks, Kamilah;Senecal, Lisa;Luczak, Ronald;Dubose, Yolanda
Subject: Political Hiring
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:52 +0000
To: Barclay, Valarie;Carter, Denise;Green, Bianca;Haynes, Walidah;Toner, Jana;Young, Patrick;Cox-Roush, Deborah;Green, Bianca;Haynes, Walidah;Toner, Jana;Young, Patrick;Cox-Roush, Deborah;Barclay, Valarie;Carter, Denise;Ham, Holly;Cuffee-Graves, Cassandra;Barclay, Valarie;Carter, Denise;Green, Bianca;Haynes, Walidah;Toner, Jana;Young, Patrick;Cox-Roush, Deborah;Botel, Jason;Ham, Holly
Cc: Starks, Kamilah;Senecal, Lisa;Luczak, Ronald;Dubose, Yolanda;Starks, Kamilah;Senecal, Lisa;Luczak, Ronald;Dubose, Yolanda;Starks, Kamilah;Senecal, Lisa;Luczak, Ronald;Dubose, Yolanda
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:52 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:15:52 +0000
Subject:

AMERICAN OVERSIGHT

From: Cuffee-Graves, Cassandra
Sent: 27 Apr 2017 14:31:23 +0000
To: Cuffee-Graves, Cassandra;Green, Bianca;Barclay, Valarie;Haynes, Walidah;Toner, Jana;Young, Patrick;Cox-Roush, Deborah;Carter, Denise;Botel, Jason;Ham, Holly
Cc: Starks, Kamilah;Senecal, Lisa;Luczak, Ronald;Dubose, Yolanda;Ventimiglia, Eric;Simmons, Lee (Dougie)
Subject: Political Hiring

AMERICAN OVERSIGHT

From: Newman, Jessica
Sent: 9 May 2017 20:22:45 +0000
To: Newman, Jessica;Simmons, Lee (Dougie);Venable, Joshua;Ventimiglia, Eric;Ferguson, Gillum;Frendewey, Matthew;Bailey, Nathan;Breeding, Nathaniel;Holden, Ronald;Goad, Robert;Eitel, Robert;Botel, Jason;Smith, Kathleen;Lee, Ebony;Delahunty, Sarah;Hill, Elizabeth;Davis, Martha;Coxen, Carrie;Manning, James
Subject: Political Scheduling Meeting

We will meet to go over Scheduling requests and determine which will be elevated to the Secretary's attention. I will send around the current requests to be considered for everyone's review on Tuesday.

Let me know if you have any questions.

AMERICAN OVERSIGHT

From: Prince, Scott
Sent: 13 Apr 2017 21:26:02 +0000
To: Prince, Scott;Smith, Kathleen;Mahaffie, Lynn;Watson, Donald;Harrison, Daniel
Cc: Botel, Jason;Jenkins, Harold;Siegel, Brian;Zibel, Daniel;Urwitz, Jay;Petersen, Molly;Byrd-Johnson, Linda;Rosenfelt, Phil;Lee, Ebony
Subject: Pre-meeting to discuss Stillman College issue prior to call with hill

Updated: we'll be meeting in OUS Conference room 7E312.

Hi Everyone,

OLCA received a request from the Ed and Workforce Committee Majority (Foxx) staff requesting to speak with Don Watson, ED's Executive Director of the HBCU Capital Financing Program, on "the fate of Stillman College". Specifically, they want to learn any options available to Stillman in receiving continued forbearance on their delinquent loan repayment and what may happen to the College if no other options are available. It is our guess that Stillman is putting pressure on Congressional members to intercede on their behalf and we may hear from others.

Don let us know that Stillman had requested continued forbearance on this debt in a letter to the Secretary and recently learned that ED does not have the statutory authority to provide a forbearance option.

The purpose of this pre-meeting is to discuss what can and cannot be shared prior to discussing with the hill.

Please let me know if you have any questions or if others should be included in this discussion.

Thank you.

Regards,
-Scott

Scott D. Prince
Legislative Affairs Specialist
Office of Legislation and Congressional Affairs (OLCA)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

Phone: 202-453-6363
Scott.Prince@ed.gov
www.ed.gov

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 May 2017 10:32:32 +0000
Subject: r

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 7 Jul 2017 16:19:05 +0000
To: OESE.RecognizED;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Baker, Juanita (Contractor);Banks, Amy;Barney, Amanda;Barren, Morris;Bearden, Susan;Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Browning, Andrea;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Chism, Monique;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Crawford, Ray;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Didlo, Amie;Dooley, Nicole;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Ford, Kim R.;Foster, Crystal;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Joseph, Denise;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Schmidt, Ashlee;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Stokes-Beverley, Christine;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;Whitaker, Heather;White, April;White, Shavonney;White, Nicole;Woodall, Casandra;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Maddox, Jackie
Subject: RecognizED Meet Up: Essential Oils with Denise M. Joseph

You're invited to a Essential Oils Meet-Up, presented by RecognizED!

Thursday, July 13, 2017

12:15 p.m. to 12:55 p.m. ET

LBJ building – 1W113

Join Denise M. Joseph (OESE) for a Essential Oils Meet-Up! Beginners are welcome.

Interested but can't attend this kick-off? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.

Know someone who might be interested? Please forward this invite!

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences. RecognizED Meet-Ups encourage you to share your unique talents, interests, and hobbies; engage with colleagues in a new way; and connect as individuals.

AMERICAN OVERSIGHT

For more information, please contact RecognizED@ed.gov.

Feel free to attend our other sessions for this week:

July Meet-Ups*

Tuesday, July 11 - Knitting

with Nicole Dooley (OCR) - 1W105/108

Wednesday, July 12 - Yoga

with Andrea Browning (OII) - 1W105/108

Thursday, July 13 - Essential Oils

with Denise M. Joseph (OESE) - 1W113

*Beginners welcome!

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 7 Jul 2017 16:18:51 +0000
To: OESE.RecognizED;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Baker, Juanita (Contractor);Banks, Amy;Barney, Amanda;Barren, Morris;Bearden, Susan;Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Browning, Andrea;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Chism, Monique;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Crawford, Ray;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Didlo, Amie;Dooley, Nicole;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Ford, Kim R.;Foster, Crystal;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Joseph, Denise;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Schmidt, Ashlee;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Stokes-Beverley, Christine;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;Whitaker, Heather;White, April;White, Shavonney;White, Nicole;Woodall, Casandra;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Maddox, Jackie
Subject: RecognizED Meet Up: Knitting with Nicole Dooley

You're invited to a Knitting Meet-Up, presented by RecognizED!

Tuesday, July 11, 2017

12:30 p.m. to 1:30 p.m. ET

LBJ building – 1W105/108

Join Nicole Dooley (OCR) for a Knitting Meet-Up! Beginners are welcome. If you have your own yarn and needles, please bring them!

Interested but can't attend this kick-off? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.

Know someone who might be interested? Please forward this invite!

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences. RecognizED Meet-Ups encourage you to share your unique talents, interests, and hobbies; engage with colleagues in a new way; and connect as individuals.

AMERICAN OVERSIGHT

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July Meet-Ups*

Tuesday, July 11 - Knitting

with Nicole Dooley (OCR) - 1W105/108

Wednesday, July 12 - Yoga

with Andrea Browning (OII) - 1W105/108

Thursday, July 13 - Essential Oils

with Denise M. Joseph (OESE) - 1W113

*Beginners welcome!

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 7 Jul 2017 16:18:57 +0000
To: OESE.RecognizED;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Baker, Juanita (Contractor);Banks, Amy;Barney, Amanda;Barren, Morris;Bearden, Susan;Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Browning, Andrea;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Chism, Monique;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Crawford, Ray;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Didlo, Amie;Dooley, Nicole;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Ford, Kim R.;Foster, Crystal;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Joseph, Denise;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Schmidt, Ashlee;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Stokes-Beverley, Christine;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;Whitaker, Heather;White, April;White, Shavonney;White, Nicole;Woodall, Casandra;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Maddox, Jackie
Subject: RecognizED Meet Up: Yoga with Andrea Browning

You're invited to a Yoga Meet-Up, presented by RecognizED!

Wednesday, July 12, 2017

12:30 p.m. to 1:30 p.m. ET

LBJ building – 1W105/108

Join Andrea Browning (OII) for a Yoga Meet-Up! Beginners are welcome.

Interested but can't attend this kick-off? Reply to this invite and we'll include you on future communications about upcoming RecognizED events.

Know someone who might be interested? Please forward this invite!

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AMERICAN OVERSIGHT

For more information, please contact RecognizED@ed.gov.

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July Meet-Ups*

Tuesday, July 11 - Knitting

with Nicole Dooley (OCR) - 1W105/108

Wednesday, July 12 - Yoga

with Andrea Browning (OII) - 1W105/108

Thursday, July 13 - Essential Oils

with Denise M. Joseph (OESE) - 1W113

*Beginners welcome!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Apr 2017 16:51:39 +0000
To: Botel, Jason
Subject: Thoughts about OII

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Apr 2017 13:29:40 +0000
To: Botel, Jason
Subject: Transportation

Shuttle for PCP departs from C Street at 4:05pm.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 May 2017 14:33:04 +0000
Subject:

AMERICAN OVERSIGHT

From: Leu, Sharon
Sent: 11 May 2017 20:32:47 +0000
To: Leu, Sharon;Reg Leichty;OS OET;Esquith, David;Botel, Jason;Sullivan, Madeline
Cc: Bearden, Susan;Stokes-Beverley, Christine;Pugh, Jacqueline;Dickard, Norris;Conaty, Joe;Woodall, Casandra;Adams, Bernadette
Subject: Update: CoSN/ISTE/SETDA Visit

Update (5.11.17): Location and Agenda
Location:
We will be meeting in the National Library of Education. There will be approximately 40 national, state, and district leaders joining us. As the email below states, I recommend you take your bus to the C Street SW entrance and enter on that side. OET team members will greet you at the reception desk and escort you to the NLE, which is in the basement of the building.

Agenda:
I. Welcome and Introductions, OET

II. ED Update, OET

- Resource updates: Infrastructure Guide, Developer's Guide
- #GoOpen Next Steps

III. Presentation of Policy Concerns, Keith Krueger and district representatives

- Broadband: E-Rate, Lifeline
- SSAE: use in states and districts
- Data: effective use v. privacy protection

IV. Q/A

sharon

Hi Reg,

We are excited to host your group this Friday. The group is larger than our conference room currently accomodates, so I will update this outlook when I find an alternate space.

The Department of Education is located in the Lyndon B. Johnson Building on 400 Maryland Ave, SW in Washington, DC. Since you are arriving by bus, I recommend that

AMERICAN OVERSIGHT

you access the building from the C Street visitors' entrance, across from the Holiday Inn/McDonald's. Upon your arrival, please clear security and sign in at the reception desk. The receptionists will call up for one our team members to come down and escort you to the room. Please arrive up to 15 min early to allow sufficient time for this check-in process.

Please feel free to forward this invitation to your group. Let me know if there are other questions.

Sharon

AMERICAN OVERSIGHT

From: Falken, Andrea
Sent: 14 Jun 2017 21:03:50 +0000
To: Falken, Andrea;Apostolides, Melissa;Ashe, Anya;Bakely, Cole;Bates, Monica;Bradshaw, Jim;Bridges, Kathrina;Cabell, Cynthia;Cohen-Boyer, Gillian;Copsey-Maddox, Jeannie;Devine, Katherine;Dixon, Cindy;Dixon-Jefferson, Robin;Dorfman, Cynthia;Doyle, William;Grant, Theresa;Harris, Sally;Honeysett, Adam;Hoover, Joshua;Hopkins, Frances;Jasper, Carrie;Julius, Barbara;Kickbush, Peter;Kumi, Aba;Kuzner, Caryn;Landis, Patricia;Malico, Melinda;Mayo, Darlene;McDonald, Jeff;Mould, Jim;Murray, Jacqueline L;Ohnemus, Edward;Olson, Simone;Padgett, Jennifer;Perez, Lizbeth;Pledger, Gloria;Plourde, Kevin;Reeves, Jennifer;Rizzo, Juliette;Robinson, Sharon;Ross, Chareese;Ryan, Sam;Smigielski, Alan;Smith, John;Stratman, Karen;Sullivan, Jermaine;Watkins-Foote, Kimberly;Webb, Jo Ann;Williams, Bernice;Williams, Leslie;Wills, Patrice;Wood, Paul;Zimmermann, Jacquelyn;Clark, Lily;Esquith, David;Dickard, Norris;Kesner, Paul;Steenen, Paul;Swenson, Sue;Gardner, Ashley;Allen, Pamela;Smith, George.Alan;Petracca, Ronald;Rosenfelt, Phil;Spencer, Kristina;Miller, Rebecca;Dowling, Maureen;Botel, Jason;Buchesky, Stanley;Brickman, Michael;Chamberlain, Michael;Ham, Holly;Reynolds, Cody;Smith, Kathleen;Hill, Elizabeth;Bailey, Nathan;Broadwater, Sara
Subject: Visiting from CO - Stop in to Say Hello

Greetings ED colleagues,

I'll be coming to town from Colorado to run our 2017 U.S. Department of Education Green Ribbon Schools Ceremony on July 19th. I am hoping to catch a few ED colleagues at LBJ during this quick trip. Please stop by on July 20th in the 12:30-2:00 p.m. range in 5E100 if you have a moment to chat school facilities, health, and environment, or just to say hello!

Best,

Andrea Suarez Falken
Director, U.S. Department of Education Green Ribbon Schools /
Facilities, Health, and Environment Liaison
Office of Communications and Outreach
U.S. Department of Education

AMERICAN OVERSIGHT

From: Fergusson, Tammi
Sent: 24 May 2017 01:10:55 +0000
To: Fergusson, Tammi;Botel, Jason;Arthur McMahan;Franklin, Sedika;Jones, Elyse;Hill, Paula;Lee, Ebony;Mahaffie, Lynn;Alfuth, Jon;Ja'[(b)(6)]Toner, Jana;adesai@nsf.gov;Anjanette J. Blunt;Annie.Whatley@hq.doe.gov;Bartolomei, Cristina (CBartolomei@doc.gov);Bernice Anderson;Carolyn.Parker@osec.usda.gov;Colon-Marrero, Laura <Laura.Colon-Marrero@usdoj.gov>;Conchetta.Belgrave@DHS.Gov;Curtis, Sabrina;Daesha D. Roberts;David.E.Smith@ssa.gov;deidre.flippen@eeoc.gov;Dwayne Matthews;evelyn.w.kent.civ@mail.mil;Frehill, Lisa;Griselda Wallace;Harvey, Ruby;jdroane@bbg.gov;joeletta.o.patrick@nasa.gov;johwatson@usaid.gov;Jon.OBergh@ed.gov ;jschwartz@arc.gov;Kennedy, Erika;kevin.jenkins@usdoj.gov;LevinDN@state.gov;Linda.Chastang@osec.usda.gov;michelle.mc griff@hq.dhs.gov;Milicent.Gleason@EEOC.Gov;Nicole.Lassiter@opm.gov;Nieves, Michael;ophelia.wilson@hud.gov;patrice.wilson@dot.gov;Perry, Chrisp;rbisi@cns.gov;robin.staffin.civ@mail.mil;SanderV@state.gov;Susan Iacono;Tanisha Gramote;Terrell, Piyachat (Terrell.Piyachat@epa.gov);Tony Tighe;Tuwanda.Smith@nrc.gov;Tynnetta <Tynnetta. Lee@va. gov> Lee (Tynnetta.Lee@va.gov);Williams, Byron;yvette.rivera@dot.gov;jacques.battiste@ic.fbi.gov;Hodnett, Calvin (COPS);Green, Caitlin;SBCR_CALENDAR Resource;Wu, Samuel (OS/OASH) (Samuel.Wu@hhs.gov);Peters, Keadrick;Malcolm, Sadiyah;Poulson, Brenonda (USAEO);Clement, Makeda (HRSA);Melanie Kynard;Manning, James;Carter, Stacy (Federal);Belgrave, Conchetta;Smith, Kathleen;Rankins, Claudia M.;Wynter, Robert - OAO, Washington, DC;Walls, Carol;Woods, James A.;Firestone, Amy - ETA (Firestone.Amy@dol.gov)
Cc: Peede, Jon;Hurwitz, Kip A;Allender, Michelle (HRSA);liwilson@usaid.gov
Subject: WHI-HBCUs May Interagency Working Group Meeting
Importance: High

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 17:28:29 +0000
To: Botel, Jason;Stump, Scott;Wooten, Michael;Brogan, Frank;Nordahl, Nicholas;Rosenfelt, Phil;Ramirez, Lisa;Oppenheim, Peter;McHam, Gerren;Zarish-Becknell, Kim;Pettey, Richard;Collett, Johnny;Jones, Diane;Cordes, Bill;Reynolds, Cody;lopezrj@de.pr.gov
Cc: Brickman, Michael;Oficina de la Secretaria
Subject: HOLD: PR Temporary Waiver Authority

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6))ial-in Number) English (United States)

Find a local number

Conference ID (b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 16:22:32 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Ann Margaret - Jason biweekly check-in
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject:

Note date change bc I will be on back to school tour 9/9-14

AMERICAN OVERSIGHT

From: Hinton, Anna
Sent: 3 Oct 2018 00:45:04 +0000
To: Hinton, Anna;Botel, Jason
Subject: Anna out of the office in training

AMERICAN OVERSIGHT

From: Hinton, Anna
Sent: 3 Oct 2018 00:44:38 +0000
To: Hinton, Anna;Botel, Jason
Subject: Anna out of the office in training

AMERICAN OVERSIGHT

From: Hinton, Anna
Sent: 3 Oct 2018 00:45:34 +0000
To: Hinton, Anna;Botel, Jason
Subject: Anna out of the office in training

AMERICAN OVERSIGHT

From: Rosenfelt, Phil
Sent: 18 Sep 2018 17:17:31 +0000
To: Rosenfelt, Phil;Botel, Jason;Ramirez, Lisa;Martin, Jill;Pasternak, Sharone;Rooney, Patrick;Rigling, Kay;Canty, Waquesha;Miceli, Roberta
Cc: McFadden, Elizabeth;Salley, Robert
Subject: BIE's Negotiated Rulemaking

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

Conference ID (b)(6)

Forgot your dial-in PIN? |Help

To discuss the upcoming BIE's Negotiated Rulemaking early next week and ED's possible participation or attendance at the rulemaking session.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 16:11:22 +0000
To: Botel, Jason;Robertson, Elyse
Subject: Bi-Weekly Opioid Work Meeting
Attachments: Untitled, Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Robertson, Elyse;Botel, Jason
Subject:

Hi Jason,

I will be teleworking tomorrow and will plan to call your office number (202-453-6048) at 10:00AM.

Thanks,
Elyse

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Botel, Jason;Robertson, Elyse
Subject:

I need to change the time for this week's check-in. thanks

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Robertson, Elyse;Botel, Jason
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:48 +0000
To: Botel, Jason;Robertson, Elyse;Foy Moss, Rita;Dickard, Norris;Jacqueline_E_Hackett@ondcp.eop.gov
Cc: Dickard, Norris E. EOP/ONDCP
Subject:

(b)(6)

nber)

AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 4 Sep 2018 19:26:41 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Botel, Jason;Ramirez, Lisa;Cordes, Bill
Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez
Subject: Bi-Weekly PR Meeting

Agenda:

1. RESTART
2. PRDE Questions on Title I admin and Class-Size Reduction
3. Check-in on status of earlier questions

Bi-Weekly PR Meeting
Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
Location: 3W336
Time/Date: 9:00 – 9:30 am every other Friday

Conference Line: See the "Join by phone" instructions below.

Agenda: TBD (agenda items requested in advance by participants)

→

Join Skype Meeting

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(b)(6) ber) English (United States)

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AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 24 Jul 2018 18:52:24 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Cordes, Bill;Julia keleher
Cc: Botel, Jason;Ramirez, Lisa;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Petracca, Ronald
Subject: Bi-Weekly PR Meeting

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Agenda:

1. Technical Assistance Plan update (upcoming visits and CTE TA)
2. RESTART – follow up on questions from previous meeting
    a. Teacher stipends to voluntarily repaint damaged classrooms
    b. Decomiso (removal of damaged materials)
3. Comparability
4. Charter School Updates

→
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AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 4 Oct 2018 19:46:45 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Jaime, Ivonne;Kesner, Paul;Cordes, Bill;Sullivan, Madeline
Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez;Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Bi-Weekly PR Meeting
Attachments: Untitled, Untitled, Untitled

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Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
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(b)(6) Number) English (United States)

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:49 +0000
To: Kesner, Paul;Jaime, Ivonne;Sullivan, Madeline;Dickerson, Lorena;Norris, Elizabeth;Rosenfelt, Phil;Cantrell, David (David.Cantrell@ed.gov);Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Botel, Jason;Ramirez, Lisa;Cordes, Bill
Cc: Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Ramirez, Lisa;Brogan, Frank;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez
Subject:

Agenda:

1. RESTART
2. PRDE Questions on Title I admin and Class-Size Reduction
3. Check-in on status of earlier questions

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Sent: 3 Dec 2018 20:22:49 +0000
To: Kesner, Paul;Jaime, Ivonne;Sullivan, Madeline;Dickerson, Lorena;Norris, Elizabeth;Rosenfelt, Phil;Cantrell, David (David.Cantrell@ed.gov);Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Cordes, Bill;Julia keleher
Cc: Kari Linn Hernandez;Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Ramirez, Lisa;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Petracca, Ronald
Subject:

Bi-Weekly PR Meeting
Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:49 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Jaime, Ivonne;Kesner, Paul;Sullivan, Madeline;Cordes, Bill
Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez;Brogan, Frank;Ramirez, Lisa;Botel, Jason;Rigling, Kay
Subject:

Agenda 10/5

1. PRDE Request Follow-ups
    a. Decomiso
    b. School Classification
    c. Extension Requests (N&D, Title III)
2. Procurement
3. Master Recovery Plan/Technical Assistance Plan
4. Additional Items (if needed)

Bi-Weekly PR Meeting
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→
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AMERICAN OVERSIGHT

From: McFadden, Elizabeth
Sent: 3 Oct 2018 20:29:48 +0000
To: McFadden, Elizabeth;Rinkus, Christopher;Hammer, Victoria;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Norris, Elizabeth;Clark, Jane;Harwarth, Irene;Butler, James;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Lee, Ebony;Rosenfelt, Phil;Koeppel, Dennis;McHam, Gerren;Blew, Jim;Muniz, Carlos;Malawer, Hilary
Cc: Oppenheim, Peter
Subject: Briefing with EOP on SNS and Report Card Guidance

This is to brief EOP staff on the SNS and report card guidance that they are currently reviewing.

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 9 Apr 2018 13:38:57 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa
Subject: Canceled: Attend: OAI Staff Meeting (10mins)
Importance: High

(Jason/Mark/Lisa) Attend OAI Staff Meeting for 10min from (11am-11:10am)

AMERICAN OVERSIGHT

From: Tuia, Justis
Sent: 24 Sep 2018 19:16:29 +0000
To: Tuia, Justis;Todd, Jennifer;Hinton, Anna;fmrichards@cps.edu;Elizabeth Griffith (eaengland@cps.edu);Preston Lewis (PKLewis1@cps.edu)
Cc: Botel, Jason
Subject: Canceled: Call: CPS Continuation Award Discussion
Importance: High

I apologize for the last minute schedule adjustment and the implications this has on your schedules. We will be reaching out shortly to suggest another time slot later in the day.

AMERICAN OVERSIGHT

From: Galiatsos, Ann Margaret
Sent: 20 Sep 2018 12:56:03 +0000
To: Galiatsos, Ann Margaret;Botel, Jason
Subject: Canceled: Discuss slates
Importance: High

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 26 Sep 2018 18:13:05 +0000
To: Talbert, Kent;Blew, Jim;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: Canceled: ED Restructuring Meeting
Importance: High

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

From: ONeill, Alexis
Sent: 7 Sep 2018 19:55:23 +0000
To: ONeill, Alexis;Ramakis, Jessica;Hunter, Tina;Botel, Jason;Ramirez, Lisa;Washington, Mark;Surprenant, Kala
Subject: Canceled: GAO Questions for OESE re: K-12 Program Performance Assessment Strategies (18-007202/102597)
Attachments: FY18_ALL_STAFF-#949413-v1-OESE_PART_2_QUESTIONS_(102597).docx, FY18_ALL_STAFF-#949994-v1-OESE_CHALLENGES_TO_K-12_PROGRAM_PERFORMANCE_AS....xlsx
Importance: High

I am inviting you to this meeting with GAO to discuss OESE's responses to the attached questions (two sets).
Reminder: OESE's draft responses are due to Exec Sec on September 13.

AMERICAN OVERSIGHT

GAO Questions on Education's Challenges to Assessing Performance of K-12 Programs (102597)
Office of Elementary and Secondary Education (OESE)
Part 2

1. We understand that OESE is charged with directing, coordinating, and recommending policy for K-12 programs, among other activities. Please elaborate on any of OESE's activities as they relate to K-12 program performance assessment activities, specifically.

2. To what extent has the passage and implementation of the Every Student Succeeds Act (ESSA) affected K-12 program performance assessment activities at OESE?

    a. Are there new K-12 program performance assessment requirements for OESE?
    b. Has ESSA addressed (i.e., resolved or mitigated) certain challenges to program performance assessment activities?
    c. Does ESSA present new challenges?
    d. Do certain challenges persist under ESSA?

3. How, if at all, does OESE ensure that program offices develop and implement adequate plans to monitor K-12 program grantees' performance toward achieving program goals and objectives?
    a. How does OESE ensure that such monitoring is used to assist grantees with making progress toward the program's goals and objectives?

4. The OIG's FY 2018 Management Challenges Report includes information on Education's progress in meeting certain challenges, including oversight and monitoring of grantees and data quality and reporting. The following questions refer to efforts in meeting these challenges, as outlined in the OIG's report.

    a. What types of *risk-based monitoring tools or approaches*, if any, does OESE use to address (i.e., resolve or mitigate) challenges related to the oversight and monitoring of grantees? Please provide specific examples (see OIG FY 2018 Management Challenges Report p. 39).

    b. Please describe the Department's *standardized procedures to evaluate the quality of SEA submitted data* (e.g., tool used by offices to identify, follow up on, and track individual State data quality concerns after the submission of Consolidated State Performance Reports) and how these procedures help address data quality and reporting challenges (see OIG FY 2018 Management Challenges Report p. 45-46).

    c. Please describe the Department's new data certification for Consolidated State Performance Reports and how this process helps address data quality and reporting challenges (see OIG FY 2018 Management Challenges Report p. 46).

    d. How do the Department's principal offices use the National Center for Education Statistics' basic *Data Quality Summary Form* in their reviews of submitted data files to address challenges related to data quality (see OIG FY 2018 Management Challenges Report p. 46)? Please provide a copy of the form.

    e. Please elaborate on any plans OESE has to address issues of data quality, reporting, and overall data management (see OIG FY 2018 Management Challenges Report p. 46). Please specify only those efforts that pertain to K-12 programs.

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Yes
No
Not applicable

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Office of Elementary and Secondary Education: Part 1

Based on our review of relevant GAO reports, Education OIG reports, and various other Education documents, challenges related to assessing the performance of K-12 programs generally fell into three broad categories: (1) Data quality; (2) Oversight and monitoring, and (3) Capacity and resources. We consider program performance assessment to include both rigorous, systematic evaluations and ongoing monitoring and reporting of program accomplishments.

We are seeking your input on the challenges identified and requesting examples of specific K-12 programs that have faced or continue to face these particular challenges. Please complete the table below, as directed.

If you have any questions or comments, please contact Meredith Moore at MooreMM@GAO.gov or Kate O'Dea Lamas at ODeaLamasK@GAO.gov.

Please respond to these questions only if you agree that Education faces the associated challenge to K-12 program performance assessment noted in column A.

Are the following challenges to K-12 program performance assessment?		**Is this a persistent challenge (i.e., >5 years)?**	**What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?**	**What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?**	**What additional comments, if any, do you have about this challenge (including remarks on how we characterize it)?**
	Select Yes or No from the drop-down menu for each challenge	*Select Yes, No, or N/A from the drop-down menu for each challenge*			
Data Quality *refers to the ability to collect or report accurate, useful, and timely program performance data*					
Oversight and Monitoring *refers to activities such as monitoring grantee performance and compliance with reporting requirements, conducting audits and evaluations, improving risk management, and providing technical assistance*					

Please respond to these questions only if you agree that Education faces the associated challenge to K-12 program performance assessment noted in column A.

AMERICAN OVERSIGHT

Are the following challenges to K-12 program performance assessment?		Is this a persistent challenge (i.e., >5 years)?	What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?	What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?	What additional comments, if any, do you have about this challenge (including remarks on how we characterize it)?
	Select Yes or No from the drop-down menu for each challenge	*Select Yes, No, or N/A from the drop-down menu for each challenge*			
Capacity and Resources *refers to the capacity to conduct and use program performance assessment information in decision making, organizational resources to conduct assessment activities and/or implement results, including knowledgeable staff, and the availability of program performance assessment results*					
Other **What are other challenges to K-12 program performance assessment, if any, that do not fit into the three broad categories listed above?**		**Is this a persistent challenge (i.e., >5 years)?** *Select Yes or No from the drop-down menu for each additional challenge provided*	**What are some examples of K-12 programs affected by this challenge, and how specifically does it hinder their performance assessment?**	**What steps, if any, has your office taken or does it plan to take to resolve or mitigate this challenge?**	**What additional comments, if any, do you have about this challenge?**

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 28 Sep 2018 20:20:09 +0000
To: Venable, Joshua;Botel, Jason
Subject: Canceled: HOLD: Lunch with Jason Botel and Josh Venable
Importance: High

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Sep 2018 21:02:51 +0000
To: Talbert, Kent;Botel, Jason
Subject: Canceled: Jason Botel - Performance Review
Importance: High

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 20 Sep 2018 15:43:13 +0000
To: Lee, Ebony;Botel, Jason;Doyle, Jean
Subject: Canceled: Meeting with Elisa Villanueva Beard TFA
Importance: High

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 7 Sep 2018 22:08:32 +0000
To: Eitel, Robert;Botel, Jason;Brogan, Frank;Kissel, Adam
Subject: Canceled: OESE Regulatory
Importance: High

Follow-up from chats with Frank.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 12 Sep 2017 17:50:42 +0000
To: Lee, Ebony;Botel, Jason
Subject: Canceled: OII Weekly Check In-
Attachments: Untitled, Untitled
Importance: High

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Botel, Jason;Anderson, Margo
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason
Subject:

Hi Margo,

We are going to need to bump up this meeting time next week. Please let me know if you have any conflicts and I can reschedule.

Thanks!

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason
Subject:

Hi Margo,

We need to change the time of this meeting. Please let me know if the new time does not work.

Thanks!

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
Subject:
Attachments: NCSD_Letter_on_Anti_Integration_Appropriation_Riders to_Senate_11-17-17.pdf

A regular Check In on OII-related issues

STEM – Organizational placement; staffing; questions on STEM inventory; thoughts on next steps

FY 18 Charter School Developer Competition – Needless to say, Stefan would prefer moving forward with the current language in the notice. One option -- if you believe that the notice doesn't say enough about choice AND since we're waiving rulemaking anyway, we could have the waiver include using the Choice language from the Supplemental priority. If we could get a quick clearance on that, we could still stay close to our current time line.

Federal Funds for Transportation Costs – I'm sure you've seen the POLITICO article but just in case I've included it below. Also, I've attached the letter that the National Coalition on School Diversity sent to the Hill on Friday.

11/20/2017 12:41 PM EDT
Several civil rights groups are calling on Congress to remove riders to fiscal 2018 appropriations bills that would prohibit the use of federal funds for transportation costs for school desegregation.
The "anti-busing" language has been in appropriations legislation since at least 1974, according to letters dated Friday and sent to House and Senate leaders. The letters were spearheaded by the National Coalition on School Diversity, which is a network of civil rights groups advocating for greater diversity in education.
"It is alarming that such legislative language would still be present in 2017, in an era when racial re-segregation of our public schools has surged, where a majority of members of the Supreme Court have declared school diversity to be a 'compelling government interest,' and where so many districts are working voluntarily to promote racial and economic integration for the benefit of their children and communities," the letters said.
The language would "effectively abrogate" some programs governed by the Every Student Succeeds Act, the sweeping 2015 law that states are implementing.
That includes the Magnet Schools Assistance Program, which provides grant funding for districts under a court order or a federally approved voluntary desegregation plan to support magnet schools. The groups say the language could affect the ability to use the funds for transportation, as ESSA allows.
The rider also limits the range of school improvement strategies available when it comes to using Title I funds, which go to support low-income schools, as well as grant funding under the Education Innovation and Research program that is designed to help districts address persistent problems in education, they say.
To view online:
https://www.politicopro.com/education/whiteboard/2017/11/civil-rights-groups-target-anti-busing-rider-in-appropriations-bills-113381

OII Staffing and Temporary Promotions – Disapproval of OSP position; decision to require posting temporary promotions Department-wide.

AMERICAN OVERSIGHT

The National Coalition on School Diversity

November 17, 2017

The Honorable Mitch McConnell
Senate Majority Leader
317 Russell Senate Office Building
Washington, DC 20510

The Honorable Chuck Schumer
Senate Minority Leader
322 Hart Senate Office Building
Washington, DC 20510

The Honorable Thad Cochran
Chairman
Senate Appropriations Committee
The Capitol, S-128
Washington, DC 20510

The Honorable Patrick Leahy
Vice Chairman
Senate Appropriations Committee
The Capitol, S-128
Washington, DC 20510

Dear Majority Leader McConnell, Minority Leader Schumer, Chairman Cochran, and Vice Chairman Leahy:

On behalf of the National Coalition on School Diversity (www.school-diversity.org) and the undersigned organizations and individuals, we urge the Senate to strike outdated and harmful language from the FY 2018 appropriations legislation that prohibits federal funding to be used for transportation and other purposes to further public school racial integration.

The National Coalition on School Diversity is a growing network of civil rights organizations, university-based research centers, and state and local coalitions working to expand support for government policies that promote school diversity and reduce racial isolation. We also support the work of state and local school diversity practitioners.

The research on the benefits of diversity are clear. Students attending socio-economically and racially diverse schools have better test scores and higher college attendance rates than peers in more economically and racially segregated schools.[1] The benefits from attending diverse schools also continue into adulthood. These include subsequent reduced segregation in neighborhoods, colleges, and workplaces, higher levels of social cohesion, and reduced racial prejudice.[2]

[1] National Coalition on School Diversity Research Brief 5, "School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence " (October 2016), http://school-diversity.org/pdf/DiversityResearchBriefNo5Oct2016Big.pdf.

[2] National Coalition on School Diversity Research Brief 3, "The Impact of Racially Diverse Schools in a Democratic Society" (October 2010), http://school-diversity.org/pdf/DiversityResearchBriefNo3.pdf.

AMERICAN OVERSIGHT

It appears that in every appropriations legislation since at least 1974, there has been language prohibiting federal funding to be used for transportation to support public school racial desegregation. Presently, such language exists in S. 1771, at Sections 301 and 302:

> Section 301: "No funds appropriated in this Act may be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system."
>
> Section 302: "None of the funds contained in this Act shall be used to require, directly or indirectly, the transportation of any student to a school other than the school which is nearest the student's home, except for a student requiring special education, to the school offering such special education, in order to comply with title VI of the Civil Rights Act of 1964. For the purpose of this section an indirect requirement of transportation of students includes the transportation of students to carry out a plan involving the reorganization of the grade structure of schools, the pairing of schools, or the clustering of schools, or any combination of grade restructuring, pairing, or clustering. The prohibition described in this section does not include the establishment of magnet schools."

Such prohibitions are vestiges of an era during which opposition to court-ordered public school racial integration raged. It is alarming that such legislative language would still be present in 2017, in an era when racial re-segregation of our public schools has surged, where a majority of members of the Supreme Court have declared school diversity to be a "compelling government interest,"[3] and where so many districts are working voluntarily to promote racial and economic integration for the benefit of their children and communities.

Last year, the Government Accountability Office found increasing racial and socioeconomic isolation in our nation's schools, with the number of intensely segregated schools more than doubling since 2001.[4] At best, the legislative language in Sections 301 and 302 does nothing to combat this trend. At worst, it exacerbates the harmful effects of racial segregation on our students and our increasingly divided communities. As the findings in the landmark civil rights Supreme Court case *Brown v. Board of Education* unambiguously found, a racially segregated education is, by its very nature, an unequal education.

The outdated "anti-busing" provisions of S.1771 effectively abrogate portions of the reauthorized Magnet School Assistance Program (MSAP), included in the 2015 Every Student Succeeds Act (ESSA). As the MSAP program makes clear, "It is in the best interest of the United States to continue the Federal Government's support of local educational agencies that are implementing court-ordered desegregation plans and local educational agencies that are voluntarily seeking to foster meaningful interactions among students of different racial and ethnic backgrounds, beginning at the earliest stage of such students' education."[5] ESSA Section 4407(a)(9) provides grantees with the flexibility to use MSAP funds for transportation to and from magnet schools; this flexibility would effectively be taken away by Sections 301 and 302 of the appropriations bill quoted above. Even though Section 302 includes a sentence about exempting the

---

[3] *Parents Involved In Community Schools v. Seattle School Dist. No. 1*, 551 U.S. 701, 797 (2007) (Kennedy concurring), http://www.supremecourt.gov/opinions/boundvolumes/551bv.pdf.

[4] Government Accountability Office, "K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination." (April 2016), http://www.gao.gov/assets/680/676745.pdf.

[5] ESSA, Section 4401(a)(4)(A).

AMERICAN OVERSIGHT

establishment of magnet schools, the Section still prohibits funds from being used for the transportation of students.

These provisions also limit the range of potential school improvement strategies available to State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) under ESSA. Section 1111(d) of ESSA gives SEAs and LEAs the authority to utilize Title I funds to implement locally determined and State determined interventions in schools identified for comprehensive support and improvement or targeted support and improvement. However, S. 1771 Sections 301 and 302 prevent SEAs and LEAs from pursuing a range of potentially effective school improvement strategies. For example, New York State's ESSA plan outlines State-approved interventions for schools identified for comprehensive support and improvement. Interventions listed include the use of Title I School Improvement Funds under Section 1111 to support district level efforts to increase diversity and reduce socio-economic and racial/ethnic isolation and bias in schools. Thus, S. 1771 Sections 301 and 302 appear to be in direct conflict with the will of Congress in passing ESSA, as they clearly undermine ESSA's focus on local control and flexibility.

Additionally, S. 1771 Sections 301 and 302 limit the range of school improvement techniques that can be implemented and evaluated under ESSA's Education Innovation and Research grant program. There is a strong evidence base that integrated schools provide better educational opportunities and outcomes for students, but we can continue to learn about specific techniques for integrating schools and educating integrated student bodies. By barring the use of federal funds to transport students for the purposes of racial integration, S. 1771 Sections 301 and 302 undercut innovators' ability to explore new and potentially significant school improvement techniques.

Recent events in our country underscore the importance of supporting diversity in schools so that residents can ultimately live, work, and play in an inclusive environment. As stated by Justice Anthony Kennedy in his concurring opinion in *Parents Involved In Community Schools v. Seattle School Dist. No. 1*: "This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children."[6] Striking the outdated and harmful language from the appropriations bill is a small but important step in reaching this goal.

Thank you for your support of programs that promote diversity in our public schools.

cc: The Honorable Paul Ryan
The Honorable Nancy Pelosi
The Honorable Rodney Frelinghuysen
The Honorable Nita Lowey

[6] *Parents Involved In Community Schools v. Seattle School Dist. No. 1*, 551 U.S. 701, 797-98 (2007) (Kennedy concurring), http://www.supremecourt.gov/opinions/boundvolumes/551bv.pdf.

AMERICAN OVERSIGHT

Sincerely,

Philip Tegeler
Michael Hilton
Poverty & Race Research Action Council
Washington, DC

Todd A. Cox
NAACP Legal Defense and Educational Fund, Inc.
Washington, DC

Faiz Shakir
American Civil Liberties Union
Washington, DC

Brenda Shum
Lawyers' Committee for Civil Rights Under Law
Washington, DC

Liz King
The Leadership Conference on Civil and Human Rights
Washington, DC

Donna M. Harris-Aikens
National Education Association
Washington, DC

American Federation of Teachers
Washington, DC

Todd Mann
Magnet Schools of America
Washington, DC

Lorén Trull
UnidosUS
Washington, DC

Brent Wilkes
League of United Latin American Citizens
Washington, DC

Laura M. Esquivel
Hispanic Federation
Washington, DC

Jesse Hahnel
Seth M. Galanter
National Center for Youth Law
Washington, DC

AMERICAN OVERSIGHT

Neena Chaudhry
National Women's Law Center
Washington, DC

Keith Whitescarver
National Center for Montessori in the Public Sector
Washington, DC

Ken Kimerling
Asian American Legal Defense and Education Fund
New York, NY

Juan Thomas
National Bar Association
Chicago, IL

Gary Orfield
Civil Rights Project/Proyecto Derechos Civiles
Los Angeles, CA

Courtney Everts Mykytyn
Integrated Schools
Los Angeles, CA

Bonnie Allen
Chicago Lawyers Committee for Civil Rights Under Law
Chicago, IL

Kelly Wickham Hurst
Being Black at School
Springfield, IL

David Harris
Charles Hamilton Houston Institute for Race & Justice
Harvard Law School
Cambridge, MA

Susan E. Eaton
The Sillerman Center for the Advancement of Philanthropy
Brandeis University
Waltham, MA

Peter Piazza
School Desegregation Notebook
Somerville, MA

Joshua A. Bassett
Institute for Social Progress
Wayne County Community College District
Detroit, MI

AMERICAN OVERSIGHT

Myron Orfield
Institute on Metropolitan Opportunity
Minneapolis, MN

David Glaser
Voluntary Interdistrict Choice Corporation (VICC)
St. Louis, MO

Rhonda Brownstein and Maureen Costello
Southern Poverty Law Center
Montgomery, AL

David D. Troutt
Center on Law, Inequality and Metropolitan Equity
Rutgers Law School
Newark, NJ

Michael A. Rebell
Center for Educational Equity
Teachers College, Columbia University
New York, NY

David Tipson
New York Appleseed
New York, NY

Fred Freiberg
Fair Housing Justice Center
Long Island City, NY

Elaine Gross
ERASE Racism
Syosset, NY

Mario Roque
Empire Justice Center
Rochester, NY

Paul Tractenberg
Center for Diversity and Equality in Education
Newark, NJ

Dr. Maria 'Cuca' Robledo Montecel
David Hinojosa
Intercultural Development Research Association
San Antonio, TX

AMERICAN OVERSIGHT

john powell
University of California-Berkeley
Berkeley, CA*

Pedro A. Noguera
University of California-Los Angeles
Los Angeles, CA*

Kevin G. Welner
University of Colorado
Boulder, CO*

Casey D. Cobb
University of Connecticut
Storrs, CT*

John C. Brittain
UDC David A. Clarke School of Law
Washington, DC*

Jomills Henry Braddock II
University of Miami
Coral Gables, FL*

Elizabeth H. DeBray
University of Georgia
Athens, GA*

Vanessa Siddle Walker
Emory University
Atlanta, GA*

William Trent
University of Illinois at Urbana-Champaign
Champaign, IL*

Douglas N. Harris
Tulane University
New Orleans, LA*

Linda R. Tropp
University of Massachusetts
Amherst, MA*

Lee Teitel
Harvard Graduate School of Education
Cambridge, MA*

AMERICAN OVERSIGHT

Gail Sunderman
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College Park, MD*

Curtis L. Ivery, Chancellor
Wayne County Community College District
Detroit, MI*

Roslyn Arlin Mickelson
University of North Carolina at Charlotte
Charlotte, NC*

Elise Boddie
Rutgers Law School
Newark, NJ*

Kara Finnegan
University of Rochester
Rochester, NY*

Erica Frankenberg
Pennsylvania State University
University Park, PA*

Derek Black
University of South Carolina
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University of Texas
Austin, TX*

Genevieve Siegel-Hawley
Virginia Commonwealth University
Richmond, VA*

John B. Diamond
University of Wisconsin - Madison
Madison, WI*

*University affiliations provided for
informational purposes only

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
Subject:

A regular Check In on OII-related issues

CHARTER SCHOOLS DEVELOPER COMPETITION - questions on proposed language?

CHARTER SCHOOLS GENERIC WAIVER LETTER FAQS - draft responses and proposed schedule sent to OGC today (11/28)

FY 18 COMPETITIONS - just wanted to clarify what your preference is for the **SEED** program in terms of which priorities we will use. We had identified a possible STEM subpart for priority 6 that we could use as a competitive priority. During our meeting on FY 18 competitions last week you suggested we consider a subpart under the Promoting Effective Instruction in Classrooms and Schools for priority 8 (which we were proposing for the Teacher Quality Partnership Program). Our question is would it be okay to include priority 8 only for SEED or did you prefer that we do both priority 6 and priority 8.

PROMISE NEIGHBORHOODS COMPETITION - a flag that this slate is about to go into clearance and that there are 4 applicants under priority I (non-rural and non-tribal) which have total scores that are tied. Our Technical Review Plan provides for a tie-breaker (score on the Quality of Design criterion) so we're covered in terms of our recommendation. It's so unfortunate.just wanted you to know and to hear any concerns you may have. As you know, the Hill is most interested in the extensions to existing grants that we'll be funding early in 2018, so we really don't have the flexibility to fund all four tied applicants.

FY 17 ARTS COMPETITION - An unsuccessful applicant pointed out that the review form we sent them reflected that one peer reviewer had given a low score under one criterion but had explicitly stated in her comments that there were no weaknesses. The staff had noticed this discrepancy during the review process and asked the reviewer to correct the score (which she intended to be something like a 30 instead of a 5) to reflect the comments. The reviewer said she would correct the score but somehow she did not. So, when the program ran the rank order this application did not come into the funding range. OGC has been reviewing this matter and we expect to hear back very soon that they support funding this application off the top of the FY 18 appropriation.

OTHER TOPICS?

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Anderson, Margo;Lee, Ebony;Johnston, Michael;Botel, Jason
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Anderson, Margo;Lee, Ebony;Anderson, Margo;Botel, Jason
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To: Lee, Ebony;Anderson, Margo;Botel, Jason
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Subject:

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason;Talbert, Kent
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason;Talbert, Kent;Blew, James
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Anderson, Margo;Botel, Jason;Talbert, Kent
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Sent: 3 Dec 2018 20:22:52 +0000
To: Lee, Ebony;Botel, Jason
Subject:

A regular Check In on OII-related issues

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Oct 2018 19:54:37 +0000
To: Brogan, Frank;Botel, Jason
Subject: Canceled: Performance Plan
Importance: High

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 5 Oct 2018 13:37:27 +0000
To: Brogan, Frank;Botel, Jason
Subject: Canceled: Performance Review
Importance: High

Frank will use Kent's memo and finalize Jason's performance review.

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 26 Apr 2018 16:33:59 +0000
To: Zais, Mitchell;Talbert, Kent;Ramakis, Jessica;Hammer, Victoria;Morrow, Jean;Karvonides, Mia;Cordes, Bill;Cohen, Larry;Hawes, Michael;Tesoriero, Vanessa;Koeppel, Dennis;Dowling, Maureen;Richardson, Venitia;Rinkus, Christopher;Kesner, Paul;Brogan, Frank;Jackson, Candice;Botel, Jason;Kean, Larry;Carter, Denise;Muniz, Carlos;Anderson, Margo;Briggs, Ashley;Wheeler II, Tom;currie_robinf@hotmail.com;Crawford, Ray;Trachman, William;Mount, Macy;Ferguson, Gillum;Hahn, Nicholas;Bailey, Nathan
Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Lustig, Amy;Thomas Wheeler;Nock, Michael;Foy Moss, Rita;Conaty, Joe
Subject: Canceled: Reoccurring Primary Authors Update Meeting
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled
Importance: High

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:54 +0000
Subject:

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Sent: 3 Dec 2018 20:22:54 +0000
Subject:

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Sent: 3 Dec 2018 20:22:54 +0000
To: Zais, Mitchell;Talbert, Kent;Ramakis, Jessica;Hammer, Victoria;Morrow, Jean;Karvonides, Mia;Cordes, Bill;Cohen, Larry;Hawes, Michael;Tesoriero, Vanessa;Koeppel, Dennis;Dowling, Maureen;Richardson, Venitia;Rinkus, Christopher;Kesner, Paul;Brogan, Frank;Jackson, Candice;Botel, Jason;Kean, Larry;Carter, Denise;Muniz, Carlos;Anderson, Margo
Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Melendez, Margarita;Foy Moss, Rita
Subject: Reoccurring Primary Authors Update Meeting

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:22:54 +0000
To: Zais, Mitchell;Talbert, Kent;Ramakis, Jessica;Hammer, Victoria;Morrow, Jean;Karvonides, Mia;Cordes, Bill;Cohen, Larry;Hawes, Michael;Tesoriero, Vanessa;Koeppel, Dennis;Dowling, Maureen;Richardson, Venitia;Rinkus, Christopher;Kesner, Paul;Brogan, Frank;Jackson, Candice;Botel, Jason;Kean, Larry;Carter, Denise;Muniz, Carlos;Anderson, Margo;Briggs, Ashley;Wheeler II, Tom
Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Lustig, Amy;Thomas Wheeler;Nock, Michael
Subject:

*Note the updated time

(b)(6)

AMERICAN OVERSIGHT

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Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Lustig, Amy;Thomas Wheeler;Nock, Michael;Foy Moss, Rita;Conaty, Joe
Subject:

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Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Lustig, Amy;Thomas Wheeler;Nock, Michael;Foy Moss, Rita;Conaty, Joe
Subject:

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Cc: Thompson, Brian;Miller, Meredith;Rosenfelt, Phil;Battle, Sandra;Lustig, Amy;Thomas Wheeler;Nock, Michael;Foy Moss, Rita;Conaty, Joe
Subject:

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 26 Sep 2018 14:03:21 +0000
To: Lee, Ebony;Botel, Jason;Howerton, Mia;Galiatsos, Ann Margaret
Subject: Canceled: TQP
Importance: High

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 5 Oct 2018 18:31:48 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Subject: Cancelled: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY) @ Friday, 12 October 2018
Attachments: invite.ics

OCT
12

"Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)" has been cancelled

When
Friday, 12 October 2018
02:00 PM to 03:00 PM
(GMT) Greenwich Mean Time - Dublin / Edinburgh / Lisbon / London

Where
7C100

Message
Dear Colleague, Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland. As noted in the attached document: ?Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.? Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. However, please note that an RSVP (via Outlook) is necessary. Members of the delegation ? Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio) ? Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland ? Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC ? Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC Additional background information Baroness May Blood bio Integrated Education Fund Background Integrated Education Fund Strategic Plan Maureen

AMERICAN OVERSIGHT

This event invitation was sent from Yahoo Calendar

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 10 Oct 2018 20:48:51 +0000
To: Mark Washington2;Ahmady, Lori;Bailey, Nathan;OESE All Users;OII All Users;FSA All HQ Users;OCFO AP Budget Acty;OCO All HQ Users;OCR All Users;OIG All Users;OGC USER;OPE All Users;OPEPD All Users;OSERS All HQ Users;OUS All Users;OLCA All Users;IES All Users;OCFO All Employees;ODS All Users;Aaronson, Philip;Aba, Samuel;Abbott, George;Abell, Annette;Abramowitz, Tami;Abrams, Andrew;Abu Lebdeh, Hanan;Abuagla, Ahmed (Contractor);Abu-Alam, Angie (Contractor);Abu-Fadel, Marwan (Contractor);Abuga, Clare (Contractor);Abu-Oun, Ghassan (Contractor);Abushadi, Sherif (Contractor);Accardi, Vincent (Contractor);Acebey, Maria;Ackerson, Jeanne;Acoff, Valerie L.;Acosta, Leslie;Acosta, Matthew;Acquaah, Yaw (Contractor);Adair, Lucas (John);Adam, John;Adamowicz, Jacek (Contractor);Adams, Bernadette;Adams, Brenda (Contractor);Adams, Clayton;Adams, Crystal;Adams, Daria;Adams, Heidi;Adams, Jason;Adams, John (Contractor);Adams, John D.;Adams, John R;Adams, Kevin (Contractor);Adams, Lavonne (Contractor);Adams, Sarah;Adams, Tammie;Adams, Tesha;Adams, Tom;Adams, Trevis;Adams, Tynisa;Addie, Sean;Adedoyin, Deji (Contractor);Adekanmi, Oluyinka (Contractor);Adekunle, Alice (Contractor);Adenegan, Halima;Ader, Robert;Adhami, Moiz (Contractor);Adidam, Venkata (Contractor);Adili, Salar (Contractor);Adkins, Harold (Contractor);Adkins, Vicki;Adler, Robert (Contractor);Adler, Sheryl;Adrien, Richard (Contractor);Afkhami, Sadaf;Afrassiabi, Hourvash;Agbelusi, Gbemisola (Contractor);Aggarwal, Indu (Contractor);Aggarwal, Rajan (Contractor);Aghdami, Kamran;Agnihotri, Umesh (Contractor);Agostin, Erin;Ague, Lenny (Contractor);Agyemang, Nana (Contractor);Ahasan, Sajjad (Contractor);Ahmad, Shavonney;Ahmadi, Mehdi (Contractor);Ahmadi-Avin, Ahmad (Contractor);Ahmed, Ansar (Contractor);Ahmed, Jihan (Contractor);Ahmed, Osman (Contractor);Ahmed, Sheryar (Contractor);Ahmed, Sophia (Contractor);Ahnell, Carrie (Contractor);Aidun, Farzad;Aiello, Joe;Aithal, Jyotsna;Ajami, Ramzi;Akanni, Temitope (Contractor);Ake, Lauren;Akinleye, Akinwale (Contractor);Akins, Karen;Akinsipe, Jasmine;Akula, Ramesh (Contractor);Albro, Elizabeth;Alden, Michael (Contractor);Alderdice, Gina (Contractor);Aldridge, Murthlyn;Alepohoritis, Yianni;Alexander, Abony;Alexander, Bill (Contractor);Alexander, Cleveland;Alexander, Denise (Contractor);Alexander, Patrick;Alexander, Susan (Contractor);Al-Faleh, Jamal;Alfeld, Corinne;Algoo, Anil (Contractor);Ali, Melanie;Alix, Cheryl (Contractor);Alkisswani, Francine;Allen Gill, Nadja R;Allen Jr, Will Leonard;Allen, Anna;Allen, Annette;Allen, EVasiette;Allen, Michael;Allen, Pamela;Allen, Rick;Allen, Sarah;Allen, Tammy;Allen, Virginia (Contractor);Alleyne, Colin;Allison, Clint (Contractor);Allison, Steve;Allred, Michelle;Allu, Mani (Contractor);Almond-Madkins, Tamyra;Alsop, Cynthia;Alston, Nichelle;Alston, Shedita;Alston, Tamara;Alston, Zachary (Contractor);Alt, Timothy (Contractor);Althi, Rama (Contractor);Altschul, Dan;Alvarez, Jessie;Alvino, Lynn;Amaechi, Eric (Contractor);Amann, Amanda;Amar, Sebastian;Amato, Randy (Contractor);Ambrosio, Robert;Ames, Aysha;Amitabh, Prasanna (Contractor);Amoateng, Kwame;Amore, Andrew;Amos, Serena;Anand, Supreet;Ananiev, Alexander (Contractor);Anantoju, Ramana (Contractor);Anderson, Abby;Anderson, Alisa;Anderson, Andrew (Contractor);Anderson, Claudette;Anderson, Darryl (Contractor);Anderson, Gerald;Anderson, Jared;Anderson, Judith;Anderson, Margo;Anderson, Michael (OGC);Anderson, Milikka;Anderson, Nicole;Anderson, Phillip (Contractor);Anderson, Robert;Anderson, Scott (Contractor);Anderson, Sharon;Andre, Douglas;Andrew, Shanelle;Andrews, Melody;Angel, Bobbie (Contractor);Angelo, Lauren;Angier, John (Contractor);Angilello, Sarah;Annavarapu, Lalith (Contractor);Ansari, Raza (Contractor);Ansari, Sofia (Contractor);Anthony, Ivan;Antone, George (Contractor);Anzelmo, Christina;Apanovich, Oksana;Aponte, Louis;Apostolides, Melissa;Appel, Jeff;Appenzeller, Joel (Contractor);Appiah, Kwaku;Appikatla, Siddarth (Contractor);Apy, Halcyon;Aranda,

AMERICAN OVERSIGHT

Andrew;Araujo, Liza;Archila, Anna;Archuleta, Melanie (Contractor);Arcot, Ganeshan (Contractor);Arend, Susanne (Contractor);Arguello, Jennifer;Armandroff, Greer;Armontrout, Jenny;Armstead, Derrick (Contractor);Armstrong, Michelle;Armstrong, Ronald (Contractor);Armwood, Rick;Arnold, Christopher W. (Contractor);Arnold, Kelly;Arnold, Shaun;Arora, Kristen (Contractor);Arrington, Angela;Arrington, Gary (Contractor);Arrington, Reeda (Contractor);Arshadi, Sanaz (Contractor);Arter, Nicholas;Arthur, Errol (Contractor);Arthur, Jason (Contractor);Arthur, Julie;Artz, Alexander;Arya, Charu (Contractor);Asare-Bediako, Franklin (Contractor);Asbury, Christa;Ashby, Roseann;Ashe, Anya;Ashley, Carol;Ashley, Linda (Contractor);Ashourian, Allen (Contractor);Asifo, Fred (Contractor);Assefa, Helen;Asturias, Maria;Atitsogbui, Teddy (Contractor);Attebury, Danee;Atwater, Gregory (Contractor);August, Taylor;Austin, Ayorkor;Austin, Carmen;Austin, Erica;Austin, Hilton;Austin, Krystal;Avery, Greg (Contractor);Avery, Virginia;Avila, Cynthia;Avila, Desi;Avina, Monica;Avoke, Selete;Avoletta, Brenda;Awtrey, Paula;Awtrey, Wayne;Axt, Kathy;Ayanian, Margaret;Azer, David (Contractor);Azuero, Carlos (Contractor);Azzano, Micah (Contractor);Babcock, Greg (Contractor);Babic, Jason;Baboota, Pankaj (Contractor);Babu, Surendra;Bachman, Meredith;Bacon, Ellsworth;Badua, Cindie;Bae, Amy;Bae, Isamu (Contractor);Bae, Sung (Contractor);Baenziger, Julie;Baez, Margaret (Contractor);Bagga, Umit (Contractor);Bailey, Diandrea;Bailey, James (Contractor);Bailey, Shaunece (Contractor);Bain, Bjorn (Contractor);Bair, Jodi;Baird, Page;Baird, Ronald (Contractor);Bairu, Ghedam;Bakely, Cole;Baker, Beverly;Baker, Daniel;Baker, Julie (Contractor);Baker, Renee;Baker, Ti;Bakey, Paula (Contractor);Bakhsh, Mannal (Contractor);Balachandran, Praveen (Contractor);Balan, Suresh (Contractor);Balceniuk, Andrew;Baldinger, Alan;Baldwin, Alan;Baldwin, Chandra;Bales, Amy N.;Ball, Michael (Contractor);Ballard, Rene;Ballasy, Paola (Contractor);Ballentine, Trent (Contractor);Balthrop, Lynda (Contractor);Bambalov, Stanimir (Contractor);Banagan, Vickie;Banas, Robert (Contractor);Band, Michael;Banda, Aravind (Contractor);Bandabaila, Fallah;Bandy, Kenneth (Contractor);Bangura, Marie;Banks, Antoinette (Contractor);Banks, Shannon;Bannister, Jonathan (Contractor);Banoori, Sandeep (Contractor);Banville, Susan (Contractor);Baran, Alla (Contractor);Barber, Justin (Contractor);Barbett, Samuel;Barclay, Valarie;Barclift, Letita;Barden, Joseph;Bardwell, Chris;Barfield, Sharon (Contractor);Barison, Joe;Barker-Brown, Erin;Barkhau, Kenneth (Contractor);Barks, Kimberly;Barksdale, Alicia;Barlow, Abigail (Contractor);Barlow, Andrew (Contractor);Barlow, Christine;Barmon, Jennifer;Barnes, Anthony;Barnes, Eric (Contractor);Barnes, Nelda;Barnes, Shelia;Barnes, Stephanie;Barnett, Beau (Contractor);Barnett, Donica;Barnett, Effie;Barnett, Roger (Contractor);Barney, Sherri (Contractor);Barr, Bernard;Barren, Morris;Barrett, Sean;Barrett, Zelma;Barrett-Zitkus, Jennifer;Barrier, Jeffrey (Contractor);Barry, Safiatou (Contractor);Bartges, Katherine;Barth, John;Barthmaier, James;Bartkowiak, Thaddeus;Bartlett, David;Bartnicki, David;Barton, Norman;Basarabescu, Phillip (Contractor);Bashaw, Brian (Contractor);Basheerbad, Suresh (Contractor);Bashir, Muhammad (Contractor);Baskin, David (Contractor);Baskin, Gregory (Contractor);Bass, David (Contractor);Bassett, Jennifer (Contractor);Bassett, Paul (Contractor);Bassford, Cindi (Contractor);Basu, Ishan (Contractor);Batac, Jeremiah (Contractor);Bateman, Kathleen;Bates, Michael;Bates, Monica;Battad, Ryan;Battelini, Rebecca;Battle, Addrinne (Contractor);Battle, Cynthia;Battle, Sandra;Bauer, Rachael;Baugh, Christopher (Contractor);Baune, Margaret;Baxavaneos, George;Baxter, Tammy;Bayless Bryant, David (Contractor);Bayne, Brian;Beach, Allison;Beach, Richard (Contractor);Beachy, Sherrie;Beam, Angela;Bean, Paul;Beard, David (Contractor);Beasley, Ron;Beaston, Jody (Contractor);Beaton, Sarah;Beatty, Lisa (Contractor);Beatty, Mark (Contractor);Beatty, Martin (Contractor);Beatty, Roxanne (Contractor);Beck, Judy (Contractor);Beck, Michael (Contractor);Becker, Judith;Becks, Carleton (Contractor);Bedford, Earlene;Beeler, Chasity (Contractor);Beers, Brian;Beers,

AMERICAN OVERSIGHT

Tracey;Beesabathani, Nirupama (contractor);Behan, Antoinette;Behara, Srinivasa (Contractor);Behrend, Daniel;Behsudi, Joshua;Bein, Kristen (Contractor);Belachew, Biniam;Belachew, Metasebia;Belen, Lauren (Contractor);Beljour, Rose;Belkadi, Lynda (Contractor);Bell, Anthony;Bell, Clifford (Contractor);Bell, Deborah;Bell, Derek (Contractor);Bell, Jamette;Bell, Kenneth;Bell, Sena (Contractor);Bell, Sherrie;Bell, Wendell;Bellamy, Brittany;Bellamy, Mona;Bellemore, Fred (Contractor);Belmont, Allison;Belnavis, Denise (Contractor);Belton, Triselle (Contractor);Belzer, Richard;Benbennick, Mary (Contractor);Benbow, Susan;Bencomo, Beatriz (Contractor);Bender, Brian;Bender, Melissa;Bender, Robert (Contractor);Benica, Regina;Benjamin, Charles;Benjamin, Martha;Bennett, Adam (Contractor);Bennett, Anthony (Contractor);Bennett, James;Bennett, Linda;Bennett, Michael;Bennett, Rich;Bennett, Ron;Bennett, William;Bennie, Jeremy;Benoit, Jean (Contractor);Bensing, Dwayne;Benson, Chantelle;Benson, James;Benson, Mark;Bentley-Memon, Millicent;Berg, Erin;Bergeron, Nathan (Contractor);Bergman, Noah (Contractor);Bergsieker, Jennifer;Berke, Elizabeth;Berlack, Shae;Berlin, Justin (Contractor);Berman, Sara;Bernadel, Sabrina;Bernert, Gregory;Bernstein, Robyn;Bernt, Brian (Contractor);Berres, Ann;Berrios, Antonio (Contractor);Berrios, Oscar;Berry, Carl (Contractor);Berry, Renee (Contractor);Bertier, Don (Contractor);Bertrand-Pultz, Rachel (Contractor);Bervell, Joseph (Contractor);Beshay, Sherry (Contractor);Bessel, Patricia (Contractor);Beswick, Lee (Contractor);Betancourt, Alberto;Beth, Brittany;Betka, Sue;Betru, Edget;Bettis, Jonathan;Bettis, Joyce;Betz, Jacob (Contractor);Bevan, Laura;Bey, Susana;Beymer, Timothy (Contractor);Beynum, Kimberly;Bhagat, Wendy;Bhat, Sandhya (Contractor);Bhatia, Veena;Bhattacharya, Shubhajit (Contractor);Bhattiprolu, Srinivas (Contractor);Bhopal, Sandeep (Contractor);Bhungalia, Haresh (Contractor);Bialik, Anne (Contractor);Bidle, Bruce (Contractor);Bilinda, Roger (Contractor);Billups, Angela;Billy, James;Binagi, Jane;Binder, Isadora;Bingham, Lorraine;Birdsong, Denny (Contractor);Birrenkott, Caitlin (Contractor);Bish, Rebecca (Contractor);Biskup, Jolanta;Bitterman, Amy (Contractor);Black, Shivaun;Black, Willie;Blackman, Sherry;Blair, Charles (Contractor);Blair, Jeremy (Contractor);Blair, Michelle F.;Blake, Chinelle (Contractor);Blake, Patrick (Contractor);Blake-Hicks, Brandy (Contractor);Blakney, Anita (Contractor);Blanchard, Timothy;Blanco, Kristen (Contractor);Blandford, Clyde (Contractor);Blanes, Mildred;Blaschke, John (Contractor);Blasen, Richard;Blew, Jim;Bleyer, Kristi;Blimmel, David (Contractor);Block, Kylea (Contractor);Blom, Jane;Bloom, David (Contractor);Bloom, Lauren;Bloom, Michelle (Contractor);Bloom, Stephanie;Bloom-Weltman, Julia (Contractor);Blot, William;Blount, Venus;Blue, Jacqueline;Blue, Kathy;Blythe, Harrison;Boccanfuso, Christopher;Boeling, Larry (Contractor);Bogart, Joanne;Boggi, Bruno;Boggs, Matthew;Bohrer, Robert (Contractor);Boivin, Sharon;Boland, Dan (Contractor);Bolander, Christopher;Bolen, Nathaniel;Bolivar, Carmen (Contractor);Bolli, Michael (Contractor);Bolton, Gary (Contractor);Bolton, Monique;Bolton-Smith, April;Bomse, Michele (Contractor);Bone, Pamela;Bonem, Janet;Bonner, Theanice (Contractor);Book, Jill (Contractor);Booker, Anthony;Boone, Nichelle;Boone, Nicole (FSA);Booth, Lindsay;Booth, Wayne;Boppidi, Madhukar (Contractor);Borden, Chontelle;Bosset, Deninne (Contractor);Boston, Chuenee;Botch, Kimberly;Botel, Jason;Botts, Samantha (Contractor);Boulware, Edward (Contractor);Boulware, Kalika;Bounds, Herman;Boungnaseng, Kevin (Contractor new user completed by wmm 7-17-18 INC000001349755);Bouse, Brian (Contractor);Bouwma, Michael (Contractor);Bouziden, Michelle;Bowden, Lori;Bowder, Susan;Bowen, Felice;Bowen, Jennifer;Bowen, Timothy (Contractor);Bowker, Timothy (Contractor);Bowles, Dustin (Contractor);Bowles, Norman;Bowlsbey, Bryan (Contractor);Bowman, Myron (Contractor);Bowman, Nichelle;Boyapati, Mohan (Contractor);Boyd, Caryn;Boyd, Marcia;Boyd, Selina;Boyd, Tiffany (Contractor);Boyle, Conor (Contractor);Boyle, Erin (Contractor);Boyse,

AMERICAN OVERSIGHT

Natalie;Bracey, Dylan (Contractor);Bracket, James (Contractor);Brackett, Christopher (Contractor);Brackett, Donald (Contractor);Bradfield, Patrick;Bradford, Jacob (Contractor);Bradford, Sebrina;Bradish, Michael (Contractor);Bradley, Alfred (Contractor);Bradley, Andrew (Contractor);Bradley, Mark;Bradley, Renee;Bradley, Wilma;Bradshaw, Jim;Bradshaw, Patrick;Bradway, Jeffrey (Contractor);Brady, Ed (Contractor);Braga, Leticia;Brahmbhatt, Benita;Branch, Iolene (Contractor);Brandon, Shaunique;Brandow, Jan;Branigan, Michael;Branner, Tim;Brantley, Wendell;Brasiel, Sarah;Brault, Ingrid;Bray, Debra;Brecher, Helene;Bree, John (Contractor);Breeding, Nathaniel;Breen, Peter (Contractor);Breglio, Amy;Breland, Bradleigh;Brennan, Crystal;Brennan, Jean;Brennan, Peter;Brereton, Dexter;Breslin, Jenna;Bressler, Gregory (Contractor);Brevard, Phalece;Brew, Lady-Leslie;Brewster, Connie (Contractor);Brianas, Jennifer;Brice, Porscheoy;Brickman, Michael;Bridges, Kathrina;Bridges, Lisa;Briggs, Ashley;Bright, Elizabeth;Bright, PJ (Contractor);Brignoni, Giovanni;Briley, Bob (Contractor);Brim, Wayne;Bringas, Lori;Brinson, Donald;Brinson, LaTina (Contractor);Brinton, Jed;Briscoe, Cecelia;Briscoe, Eleanor;Briscoe, George;Briscoe, Monique;Briscoe, Stacie;Briscoe, Wanda;Brisueno, Tiffany;Brittian-Smith, Mell;Broadus, Wanda;Broady, Cheryl;Brock, Allison (Contractor);Brock, Charlie (Contractor);Brock, David (Contractor);Brock, Scarlett;Brogan, Frank;Bromfield, Danielle;Bronka, Susan A;Bronstein, Andrew;Brooker, Sharon;Brooks, Andrea (Contractor);Brooks, Audrey;Brooks, Jennifer;Brooks, John;Brooks, Tomar;Broschi, Michael;Brothers, Carla;Broughman, Stephen;Brown, Camille (Contractor);Brown, Cedric;Brown, Chandra;Brown, Christopher (Contractor);Brown, Daveta;Brown, Donchez;Brown, Grace;Brown, Holly (Contractor);Brown, Janis;Brown, Johan;Brown, Marlynne (Contractor);Brown, Matt;Brown, Michele;Brown, Michelle (Contractor);Brown, Nicole;Brown, Patrick (Contractor);Brown, Ricardo;Brown, Rossi (Contractor);Brown, Shirley;Brown, Steve;Brown, Todd (Contractor);Browne, Charles;Browne, Jeffrey;Broxterman, Gina;Bruce, Sandra;Bruce, Ted;Bruckman, John;Brunton, Liz;Brustad, L (Contractor);Bryan, Galanda (Contractor);Bryant, Anthony (Contractor);Bryant, Darcel (Contractor);Bryant, Michael;Bryant, Michele;Bryant, Nicole;Bryant, Yvette;Bryant, Zenovia;Bryson, Jane;Bsoul, Firas (Contractor);Buckheit, Nancy;Buckler, Karen;Buckley, Edward;Buckley, Jacquelyn;Buckley, Robert (Contractor);Bucknor, Claire;Buda, James;Buddrius, Phaedra (Contractor);Budman, Molly;Budzier, Lora (Contractor);Bueide, Eric;Buendia, Mario;Buhai, Katie;Bui, Douglas (Contractor);Bui, Duy (Contractor);Bui, Stephanie (Contractor);Bull, Brittany;Bullock, Harold (Contractor);Bumgarner, Bradley;Bumgarner, Stacie (Contractor);Bunk, Andrew;Bunker, Mary (Contractor);Bunkowfst, Chester (Contractor);Burchett, Shannon (Contractor);Burepalli, Srinivasarao (Contractory);Burfield, Rick (Contractor);Burford, Tony;Burg, Samantha;Burgard, Melissa (Contractor);Burgenger, Mike;Burger, Brianne;Burgess, Susan (Contractor);Burke, Mike;Burke, Sandra;Burke, Steven;Burkes, Nezhia;Burket, Melissa (Contractor);Burkhard, Ronald (Contractor);Burks, Caitlin;Burks, James (Contractor);Burley, Milton;Burnett, Christopher (Contractor);Burns, Shelley;Burnside, Sean (Contractor);Burrows, Mary (Contractor);Burt, Justin;Burt, Tom (Contractor);Burton, Irene (Contractor);Burton, Marilyn;Burton, Sharon;Burton, Travis (Contractor);Burton, Vanessa;Bush, Carolyn;Bush, David;Bush, Jordan (Contractor);Bush, Patricia;Busskohl, Mark;Butler, Alicia;Butler, Angela;Butler, Brandice;Butler, Connie;Butler, Daniel (Contractor);Butler, Garrett (Contractor);Butler, Jacquelyn;Butler, James;Butler, Kathleen (Contractor);Butler, Mary (Contractor);Butler, Mason (Contractor);Butler, Michelle;Butler, Pat (OM);Butler, Rebecca (Contractor);Butler, Tobias (Contractor);Butts, Larry (Contractor);Butts, Melissa;Buwalda, Rob (Contractor);Buynack, Stephen;Byfield, Tanya;Bynum, Kimothy (Contractor);Byrd, Dana (Contractor);Byrd, Steven;Byrd, Teresa;Byrd-Johnson, Linda;Caballero, Rafael (Contractor);Cabell, Cynthia;Cabinatan, Steven;Cabrera, Liza (Contractor);Cadel, Janice

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(Contractor);Caesar, Hilbert;Cafasso, Darryl (Contractor);Cagle, Jodi (Contractor);Cagle, Michael;Cahalan, Teresa;Cahill, Stephanie (Contractor);Calderon, Brenda;Calderon, Elizabeth;Caldwell, Karlon;Cale, Paula (Contractor);Caliguiran, Arthur;Calin, Miguel;Callahan, Nicole;Callan, Chris (Contractor);Callari, Kelly (Contractor);Callier, Maria (Contractor);Callins, Corrinne;Callow, Christopher (Contractor);Calloway, Ebony;Calogero, Robert (Contractor);Caloza, Jessica;Caluori, Marco (Contractor);Camacho, Oscar;Cameron, Cindy;Cameron, Shirma;Cammon, Carol;Camp, Diane;Camp, Sarah;Campbell, Anthony (Contractor);Campbell, Chantel;Campbell, Diane;Campbell, Ellen;Campbell, Haskell (Contractor);Campbell, James (Contractor);Campbell, Kevin;Campbell, Lekesha;Campbell, Therese;Camper, Whitney (Contractor);Campo, Claudia;Campos, Marylou (Contractor);Canada, June;Canady, Alexander;Canales, Nancy;Canellos, Ernest;Canlas, Rubio;Cannady, LaTanya;Cannady, Yolanda (Contractor);Cannon, LaToya;Cano, Veronica;Cantele, Daniel (Contractor);Cantos, Ollie;Cantrell, David;Cantrell, Guadalupe (Contractor);Canty, Waquesha;Cao, Hai (Contractor);Cappelletti, Anthony (Contractor);Cardona, Luisa;Carey, Kathryn;Carey, Robert M.;Carinci, Nicole;Carle, Denise (Contractor);Carleton, Matthew (Contractor);Carlo, Jenelle;Carlo, John;Carlson, Aaron (Contractor);Carlson, Darren (Contractor);Carmean, Laurie;Carmichael, Alissa (Contractor);Carmody, Bryan;Carnevale, Maria;Caro, Dana;Carpenter, Mike;Carpenter, Myria;Carr, Dylan (Contractor);Carr, Michelle;Carr, Patrice;Carr, Patrick;Carr, Peggy;Carr, Steven;Carriedo, Andres;Carrington, Anthony (Contractor);Carrington, Maria;Carroll, Beverly (Contractor);Carroll, Brian (Contractor);Carroll, John;Carroll, Kimberly;Carroll, Larry (Contractor);Carroll, Marie;Carson, Eric (Contractor);Carswell, Jeffrey (Contractor);Carter, Bonnie;Carter, Coleatha;Carter, Courtney (Contractor);Carter, Denise;Carter, Katherine (Contractor);Carter, Kimbria (Contractor);Carter, Larry (Contractor);Carter, Melanie;Carter, Sharon;Carter, Stedson (Contractor);Carter, Stephanie (Contractor);Carter, Wesley;Cartier, Mose;Cartwright, Willie;Cary, Mitch;Case, Stephen (Contractor);Cashman, Jarad (Contractor);Cason, Stacy;Cason, Taara (Contractor);Cassidy, John (Contractor);Cassidy, Lisa (Contractor);Castanon, Pedro;Castellanos, Daniel;Castillo, Ursula (Contractor);Castro, Diane;Castro, Yaqeline;Catabay, Rey (Contractor);Catoe, Tracy;Catuncan, Mark (Contractor);Caudillo, Emmanuel;Caufield, William (Contractor);Caum, Rachel;Caum, Timothy;Cavanaugh, Norvel (Contractor);Cavataio, Christyne;Cayon, Kin;Cazier, Andrew;Cederquist, David (Contractor);Ceja, Beatriz;Center, Brad (Contractor);Chadha, Sonali;Chadwick, Eric (Contractor);Chalicheemala, Giri (Contractor);Challa, Rajita (Contractor);Challenger, Maisha;Chamberlain, Michael;Chambers, Courtney (Contractor);Chambers, Elizabeth (Contractor);Chambers, Rashida;Champ, Charee;Chan, Angela (Contractor);Chan, Gin Say;Chancellor, Alexis;Chandel, Anil;Chandler, Pam (Contractor);Chandra, Meena Morey;Chandrasekaran, Jagadheshan (Contractor);Chaney, Roy;Chang, Helen;Chang, Julius (Contractor);Chang, Lisa;Chang, Maria;Chang, Michael;Chang, Robert (Contractor);Chang, Simon (Contractor);Chang, Winston (Contractor);Chapman, Chris;Chapman, Sheilah;Chapman-Thaw, Kissy;Chappidi, Shreya (Contractor);Charles, Paul (Contractor);Charlton, Jason;Charmoli, Candice (Contractor);Chase, Katie;Chase, Patty;Chaslin, Colin (Contractor);Chasseau, Gerard;Chaturvedi, Manish (Contractor);Chau, William (Contractor);Chaudhry, Mohammad (Contractor);Chavez, Anthony;Chavez, Leticia;Cheatom, Jo-Anne;Cheeseman, Victoria;Chege, David;Chen, Chen-Su;Chen, Hong (Contractor);Chen, Jing;Chen, Joseph (Contractor);Chen, Martin;Chen, Stephen;Chennamsetty, Sumanth (Contractor);Cherry, Gary;Cherry, Linwood;Cherry, Vander;Cherukupally, Krishna (Contractor);Chesley, Susan;Chessman, Samuel (Contractor);Chester, LaVerne;Chestnut, Ellen;Cheverine, Vincent;Chew, Michael;Chewning, Russell (Contractor);Chhabra, Amar (Contractor);Chhabra, Vinita;Chhin, Christina;Chialastri, Taneka;Chiat, Mindy;Chibayere, Benita (Contractor);Chien, Grace;Chikkodi, Neelima

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(Contractor);Chilakapati, Silpa (Contractor);Child, Erik;Childs, Leslie (Contractor);Chiluka, Surender (Contractor);Chin, Coleen;Chin, David;Chin, Leslie;Chin, Michael;Ching, Albert (Contractor);Chinn, Insuk;Chinnis, Donald (Contractor);Chism, Eric (Contractor);Chitithoti, Suresh (Contractor);Chitre, Narendra (Contractor);Chloe, Tamara;Chnyrenkov, Evgueni (Contractor);Cho, Benjamin (Contractor);Cho, Grace (Contractor);Cho, John (Contractor);Cho, Richard;Choi, Alexander;Choi, Young;Chojnacki, Aleksandra;Chong, Sank (Contractor) - disabled account - ASH - 6/26/15 - no security question/password - REQ000000217730;Choroser, Stephanie;Choudhary, Preeti;Choudhry, Omar (Contractor);Choudhury, Momshadul (Contractor);Chow, Wai-Ying;Chowbay, Ora;Chowdhury, Aamir;Chowdhury, Ahsan (Contractor);Chrisekos, James (Contractor);Chrisman, Tamara;Christensen, David;Christian, Mexy;Christiansen, Daniel;Christmas, Kimmeo;Christopher, Elise;Chu, Fuming (Contractor);Chu, Kam;Chumak, Sergey (Contractor);Chung, Patrick (Contractor);Churchwell, Nikki;Cieplak, Bernard;Cima, Wallace (Contractor);Ciruzzi, Daniel (Contractor);Cislo, Kelley (Contractor);Ciszek, Ed (Contractor);Claiborne, Bruce;Claiborne, Christopher;Clare, Bruce (Contractor);Clark III, Charles (Contractor);Clark, Charles (Contractor);Clark, Holly;Clark, Jane;Clark, Kerrie;Clark, Lily;Clark, Matthew (Contractor);Clark, Nita;Clark, Njeri;Clark, Preston;Clark, Teresa;Clark, Tia (Contractor);Clark-Boucher, Dylan;Clarke, Angela;Clarke, Linda;Clarke, Robbie V.;Clash-Drexler, Sara;Clavadetscher, Kari (Contractor);Clay, Stefanie;Clayburn, Mark;Clayton, Bobbie;Clements, Jason (Contractor);Clemmens, Jim;Clemons, DeAngelo;Clemons, Kerry;Cleveland, Matthew (Contractor);Cleveland, Nichol;Cline, Kelly;Clinton, James (Contractor);Clithero, Leslie;Coard, Cedric;Coates, Jocelyn;Coates, Katherine;Cobb, Antoine (Contractor);Cobb, Carmin;Cobblah, Alex (Contractor);Cobbs, Karen;Coby, Henry (Contractor);Cochran, Patrick (Contractor);Cody, Christopher (Contractor);Coffey, Jennifer;Coffey, Patrick;Coffman, Diane;Cogdill, David;Coghlan, Rachel;Cohen, John;Cohen, Larry;Cohen, Stan;Cohen-Boyer, Gillian;Colantonio, Fran;Cole, Brian (Contractor);Cole, Cory (Contractor);Cole, DeAnica;Cole, Edd;Cole, Patty (Contractor);Coleman, Craig (Contractor);Coleman, Deborah;Coleman, Freddie (Contractor);Coleman, George;Coleman, Mary;Coles, Larry;Coles, Lenox;Coles, Millie;Coley, Jerine;Colfax, Brian (Contractor);Collett, Johnny;Collier, Corin (Contractor);Collins, Amy;Collins, Angela;Collins, Barry;Collins, Brad (Contractor);Collins, Carolyn;Collins, Daniel (Contractor);Collins, Jackie;Collins, Jason (Contractor);Collins, Joseph (Contractor);Collins, Laurie;Collins, Michael;Collins, Nicholas (Contractor);Collins, Rosemary (Contractor);Collins, Tonyell (Contractor);Colls, Alli (Contractor);Colon, Nina;Coltrane, Rick;Colvin, Timothy (Contractor);Colvin, Will (Contractor);Combs, Katherine;Combs, Terry (Contractor);Commons, Daniel;Conaty, Joe;Conger, Stephen;Connelly III, John (Contractor);Connelly Jr, John (Contractor);Connelly, Tammy;Conner, Abre;Conner, Donald;Connolly, Shauna;Contee, Keisha (Contractor);Conteh, Theresa;Contreras, Daniel;Conver, Andrea (Contractor);Conway, Timothy (Contractor);Coogan, Elizabeth;Cook, Alex (Contractor);Cook, Christopher (Contractor);Cook, Elise;Cook, Jen (Contractor);Cook, Jeremy;Cook, John;Cook, Karolyn;Cook, Kayoko (Contractor);Cook, Michael;Cook, Nancy (Contractor);Cook, Philip;Cook, Robert;Cooke, Geneise;Cooke, Marcy (Contractor);Cooke, Shauna;Cook-Graver, Ann;Cooks, Jeanette (Contractor);Coon, Michelle;Cooper, Adam;Cooper, Countess Clarke;Cooper, Latisha (Contractor);Cooper, Steve;Copeland, James;Copeland, Martha (Contractor);Copeland, Shanell (Contractor);Coplin, Julie;Corbin, Melissa;Cordes, Bill;Corey-Bey, Steven;Cornell, Claire;Cornman, Stephen;Cornwall, Alan;Coro, Christopher;Corr, Gregg;Correa, Roberta;Cortez, Gemino (Contractor);Cortie, Dave (Contractor);Corwin, Dvak;Cosgriff, Stephanie (Contractor);Cost Benefit;Costa, Lisa;Costa, Ricardo (Contractor);Costello, Bianca;Costigan, Cara (Contractor);Cote, Dave (Contractor);Cote, Mike (Contractor);Coterel, Vanessa;Cottingham, Brittney;Cotton, Darieta;Cotton, Julius;Cottrell, Cedric (Contractor);Cottrell, Jason;Cottrell, Sean (Contractor);Couch, Matthew;Coughlin, Betty;Coulter, Alex;Council, Jennifer

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(Contractor);Courchaine, Tara;Coure, Lavoris;Coverson, Marcella;Covert, Elise;Covington, Eudora;Cox, Katherine;Coxe, Paul;Crabtree, Dale (Contractor);Crabtree, Rachel;Crabtree, Sharon (Contractor);Craddock, Carolyn;Craig, Brandi (Contractor);Craig, Tobin;Craige, Anne (Contractor);Crain, Kari;Crandall, Kathleen (Contractor);Crandol, Jonnese (Contractor);Craun, Lisa (Contractor);Craven, Angela;Crawford, Florence (Contractor);Crawford, Ray;Crawley, Shelby;Crawley, Sylvester (Contractor);Crayton, Marion;Creasy, Sean (Contractor);Cregar, John (Contractor);Cresante, Christian (Contractor);Cressman, Victoria;Crews, Don;Crim, Susan;Crimm, Mark (Contractor);Crisp, Matthew;Criswell, Catherine;Crockett, Bertha;Crockett, Catherine (Contractor);Crockett, Cynthia;Crockett, Kimberly (Contractor);Crockett, Yvonne;Cronin, Hilary;Cross, Chester (Contractor);Cross, Collette;Cross, Freddie;Cross, Maxine;Crouch, Vivian;Crouse, Carol (Contractor);Crowe, Ayisa;Crowner, Quasette;Crum, Laurette;Crusoe, Vanessa;Crutchfield, Ronald;Cruz, Bruce J;Cruz, Efren;Cruz, Jose (Contractor);Cryer, Warren (Contractor);Cuervo, Amalia;Cuffee-Graves, Cassandra;Cuffey, Kia;Cuffey, Linda;Culko, Andrew;Cullen, Jeff (Contractor);Culpepper, Marcus;Cumberbatch, Andrew (Contractor);Cumbo, Michael (Contractor);Cumbo, Renee;Cummings, Amanda (Contractor);Cummins, Keith;Cunningham, Charlotte;Cunningham, Kevin (Contractor);Cunningham, LonDarius (Contractor);Cunningham, Phavy;Cupido, Paul (Contractor);Cureau, Robert (Contractor);Curet-Rivera, Luz;Curran, Frank D.;Curran, Tracy;Current, Ashley (Contractor);Currie, Marian;Currie, Quentin;Curry, Christopher;Curry, Jessica;Curtis, Alisha;Cutler, Samantha;Cutlip, John;D'Andrea, David (Contractor);Dadoo, Vishal (Contractor);D'Alessandro, Agnes (Contractor);Daley, Denitra (Contractor);Dalman, Bev;Dalton, Ashby;Daly, Constance;Dam, Theon;Damey, Youkou;D'Amico, Aurora;Dana, David;Dana, William;Dancer, Quincy (Contractor);Danese, Robert;Dangerfield, Tonya;Dangeti, Kishore (Contractor);Daniel, Christopher (Contractor);Dao, Han (Contractor);Darby, LaJuan;Darden, Latitia;Darling, Darcalyn;Darville, Pam;Darwal, Elizabeth (Contractor);Dasari, Francis (Contractor);Dastyar, Dara;Datta, Aftab (Contractor);Daugherty, Richard (Contractor);Daughtry, Jacqueline;Daum, Torin (Contractor);Davenport, Carl (Contractor);David, Fanta;Davids, Joseph (Contractor);Davidson, Dorothy;Davidson, Erin (Contractor);Davies, Jennifer;Davis II, Edwin (Contractor);Davis, Alexander (Contractor);Davis, Byron (Contractor);Davis, Clement;Davis, Darryl;Davis, David L. (Contractor);Davis, Dolores;Davis, Eboney;Davis, Glen (Contractor);Davis, James;Davis, Jason (Contractor);Davis, Jerome (Contractor);Davis, Jessica;Davis, Latonya;Davis, Lisa;Davis, Lytashia;Davis, Martha;Davis, Natalie (Contractor);Davis, Richelle;Davis, Russell (Contractor);Davis, Sharon D. (OCR);Davis, Sheron;Davis, Sheryl;Davis, Stuart;Davis, Wanda;Davisson, Scot;Davuluru, Sai (Contractor);Davy, Shakir;Dawkins, Pamela;Dawson, Hashim (Contractor);Dawson, Sean;Dayal, Dipa (Contractor);Daye, Jessica;Dayton, Nancy (Contractor);De Brey, Cristobal;De Silva, Anishaa (Contractor);De Vries, Andrea;Deadwyler, Anita;DeAlmeida-Law, Ava;Dean, Kisha (Contractor);Dean, Michael;Deas, Stephanie;Deaton, James;DeBoard, Todd (Contractor);DeBuigny, Arthur (Contractor);Deckett, Mark;DeCosta, Marcus;Dedert, Mitchell;Deigan, Alison;Del Rosario, Eric (Contractor);Delahunty, Sarah;Delaney, Rebecca;Deleon-Cabrera, Isabel (Contractor);Delisle, Brenda (Contractor);Della Vecchia, Nancy;Della, Laurian;DelMonte, Andrea;DelRosario, Erasmo (Contractor);DelRosario, Jonathan (Contractor);DelValle, Stacie (Contractor);DeMarco, Arnar (Contractor);Demeter, Steve (Contractor);DeMings, David (Contractor);DeMoss, Joyce;Dempsey, Thomas (Contractor);Dempster, Carolyn;Dence, Ross;Deneke, Catherine;Denmark, Monica (Contractor);Dennis, Darryl;Dennis, Doreen;Dennis, Franka;Dennis, Marya;Dennis, Omar (Contractor);Denny, Stephen (Contractor);Denoble, James (Contractor);Dent, Brandon;Denton, Eric (Contractor);DePietro, Gina;DeRobertis, Sandy;Derrick, Annette;Desai, Rimal;Desmarais, Jennifer;Despenza, Glenda;Dest, Ann (Contractor);Deuerling, Bernard (Contractor);Deurell,

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Gwen;Deutsch, Nancy;Devarapalli, Bhavani (Contractor);Devaughn, Theresa;Devine, Jesse;Devine, Katherine;Devito, Linda;Devor, Pamela (Contractor);DeVos, Betsy;Dey, Vivek (Contractor);Dezen, Julia;Dhanoya, Harpreet (Contractor);Di Lullo, Vanessa;Diamond, Sally;Diamond, Tina;Dias, Glen;Diaz, Denise;Diaz, Judy;Diaz, Pilar;DiCarlo, Lisa;Dickard, Norris;Dickens, Carolyn;Dickerson, Lorena;Dickey, Helen (Contractor);Dickey, Robert (Contractor);Dickson, Tina;Dickson, Tracie;Dietzman, Wayne (Contractor);Diez, George (Contractor);Diggs, Annette (Contractor);Diggs, Diane;Diggs, Vernice;DiGiulio, Sean (Contractor);DiGrado, Raphael (Contractor);Dillard, Vanessa;Dilley, Lloyd (Contractor);Dillon, Danielle;Dimaio, Kenneth (Contractor);DiManna, Paul;Dimmick, Brian;Dinardo, Mark;Dinarte, Jessica;Dingelhoff, Serge (Contractor);Diolamou, George (Contractor);Dirrigl, Mary Louise;DiVecchia, Melissa (Contractor);Dixon, Audrey;Dixon, Brook;Dixon, Cindy;Dixon, Doris;Dixon, Leroy (Contractor);Dixon, Louis;Dixon, Michael (Contractor);Dixon, Rod;Dixon, Sharone;Dizna, Dimitri (Contractor);Dobak, Carol;Dobbins, Rodney;Dobbs, Brian (Contrator);Dobie, Joseph (Contractor);Dodds, Andrea (Contractor);Dodds, Jason (Contractor);Dodero, Donatella (Contractor);Dogan, Enis;Dohanich, Stephen (Contractor);Doherty, John (Contractor);Dohrmann, William (Contractor);Dollard, Erin;Dolloff, Jonathan (Contractor);Dominguez, Mary;Don, Christine (Contractor);Donahue, Frenshesca (Contractor);Donald, Freda;Donaldson, Sherene;Doney, Joseph;Donovan, Melanie (Contractor);Dontamala, Sunitha (Contractor);Dooley, Nancy;Doolittle, Emily;Doone, Alison;Dorsey Hargrove, Karen;Dorsey, Don;Dorsey, Tony;Doss, Cristina;Dossa, Shein;Dotson, Gwendolyn;Douglas, Jennifer;Douglas, Kelli;Douglas, Michelle;Douglass, Joshua;Douroupis, Isabel;Doutt, Anita (Contractor);Dovydenas, Gintautas (Contractor);Dowd, Taylor;Dowling, Maureen;Dowling, Mike (Contractor);Downey, David;Downing, David;Downing, Stephen (Contractor);Downing-Kearney, Brenda (Contractor);Downs, Angela (Contractor);Doyle, Jim;Doyle, Julya;Doyle, William;Dozier, Angelita;Dragoo, Janet;Dragun, Eleonora (Contractor);Drakeford, Levi (Contractor);Draughn, Michelle;Drayton, Crystal;Drew, Andrea;Drew, Denise;Drewry, Arnold (Contractor);Driscoll, John;Drombosky, John;Dronfield, Mark;Drozd, Barbara (Contractor);Drozginski, Susan (Contractor);Drudy, Wendy (Contractor);DSouza, Carol (Contractor);Dubach, Lance;Duenas, Estella;Duey, Matthew (Contractor);Duff, Angela (Contractor);Dufford, Robert;Duffy, Adam;Duffy, Bob (Contractor);Dufresne, Bernard;Dufur, Patrick (Contractor);Duggal, Arti (Contractor);Duke, Brian (Contractor);Dula, Walter (Contractor);Dulgerian, Deena;Dumera, Manik (Contractor);Duncan, Billee (Contractor);Duncan, Darryl;Duncan, Sarah (Contractor);Duncan, Zachariah (Contractor);Dunham, Nanette;Dunie, Vida (Contractor);Dunlop, Ruth;Dunmore, Sherron;Dunn, William (Contractor);Dunne, Sarah;Duong, Julie;Duos, Laura;Dupree, Desiree;Dupree, Philnisha;Duran, Peter (Contractor);Duren, Christopher (Contractor);Durfee, Paul (Contractor);Dursin, Christopher;Duval, Tracey (Contractor);Duvall, Sean;Duvall, Timothy;Duvvur, Prasanth (Contractor);Dversdall, Bart (Contractor);Dvorscak, Nicholas;Dykstra, Grant (Contractor);Dyson, Alvin (Contractor);Dyson, Chris;Dyson, Geraldine;Dyson, Toure' (Contractor);Dyson-Duffy, Lisa;Dzwilefsky, Holly (Contractor);Eadie, Larry;Eanes, Spencer;Early, Jeremy;Early, Michael;East, Barrett (Contractor);Easterling, Sharon;Eastmond, Steve (Contractor);Easton, Paul;Eastridge, Eddy (Contractor);Ebanks, Caroline;Ebler, Thomas (Contractor);Echols, Candace;Echols, Raymon (Contractor);ED Transit Benefits Program;Edelen, Barbara;Edgar, Steven (Contractor);Edgerton, Paul (Contractor);Edmondson, Felicia;Edmondson, Monique;Edouard, Lisa;Edwards, Angela;Edwards, Antoinette;Edwards, Jacqueline;Edwards, Jonathan (Contractor);Edwards, Karen;Edwards, Lachauna;Edwards, Louis;Edwards, Ray;Edwards, Veda;Edwards, Veronica;Eggleston, Chad;Egiefameh, Andrew (Contractor);Egnor, David;Ehrenstein, Steven (Contractor);Ehrlich, Raymond (Contractor);Eichelberg, Lori;Eichelman,

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Scott (Contractor);Eilers, Gregory (Contractor);Eisenzopf, Nicole Centers;Eisner, Elizabeth;Eitel, Robert;Ekpe, Abasifreke (Contractor);El-abd, Jamal (Contractor);Elam, Janet (Contractor);Elbasha, Ruba (Contractor);Elder, Alan;Eldred, Jane;Eldridge, Elizabeth;Eley, Latasha;Elgamal, Oksana;Elhouty, Samire;Eliadis, Pam;Eliasof, Mark (Contractor);Elin, Gregory (Contractor);Ell, Rebecca;Ellenberger, Scott (Contractor);Elliott, Jerry;Ellis, Christine;Ellis, Dawn;Ellis, Ja-mel;Ellis, Kathryn;Ellis, Peggy;Ellison, Dennis (Contractor);Elmer, Peter (Contractor);Elwell, Cynthia (Contractor);Emenheiser, David;Emery, Erin;Encarnacion, Patricia;England, Sandy;England-Albright, April;Engleman, Devon;Engler, Dayne (Contractor);English, Barbara;English, John;English, Sean (Contractor);Ennis, Sandra;Enslen, Jon;Eppley, Dallas (Contractor);Epps, Aliyah;Epps, James;Epps, Karen;Epps, Rowshaun (Contractor);Erdelyi, Tom;Erickson, Bryan;Erickson, Jana;Erickson, Marie;Erickson, Mark;Ernst, Allen;Escalante, Melissa;Escobar, Diana (Contractor);Esgandarian, Gail;Eshbach, Roseann;Esparza, Raphael;Espinal, Marilyn;Espinosa, Adeline;Espinosa, Steven (Contractor);Espinoza, Daniel (Contractor);Espinoza, Eric;Esquith, David;Ess, Christopher (Contractor);Essayas, Hailemariam (Contractor);Essex, Adam;Estep III, Bobby;Estep, Darryl;Esterbrook, Richard;Estes, Alicia (Contractor);Estevez, Richard (Contractor);Estrada, Rosie;Etienne, Patricia;Ettefa, Sherif (Contractor);Evaniuck, Michael (Contractor);Evans, Jennifer;Evans, Jonathan (Contractor);Evans, Melika;Evans, Rosemary;Evans, Sherrell;Evans, Ted (Contractor);Evans, Torey;Everett, Shelina;Evola, Josephine;Ewell, Lucimar (Contractor);Ewell, Mae;Ewert, Michael;Ewing, Stacey (Contractor);ExchangeTest;Exeter, Kim;Ext, Traci;Eyerly, Kenneth (Contractor);Ezewu, Herbert (Contractor);Ezzeddine, Moussa;Faatalale, Lynda;Fabiano, Amy;Fabila, Cathleen;Facey, Naomi;Fadahunsi, Joyce;Fadul, Joseph (Contractor);Faer, Laura;Fahad, Mohammad (Contractor);Faiella, Matt;Fails, Roger (Contractor);Fails, Tia;Fair, Rodney;Faircloth, John;Fairfax, Lynne;Fairgate, Cynthia (Contractor);Faizan, Mohammad (Contractor);Falby, Michael;Falgione, Gregory (Contractor);Falken, Andrea;Falkosky, Jessica (Contractor);Fallacaro, Angelo;Fanning, Kaye;Fare, John;Fariss, Edward;Farmer, Avis;Farmer, Jennifer (Contractor);Farmer, Katrina;Farmer, Tiffany (Contractor);Farooq, Manal;Farr, Chris;Farr, Mark;Farr, Warren;Farrar, James;Farrar, Kari (Contractor);Farrell, Brian;Farringer, Brandon (Contractor);Farrington, Joseph (Contractor);Farris, Danny;Faulkner, David (Contractor);Faulkner, Monique;Faulkner, Tony;Faulkner-Bond, Molly;Faunteroy, Charlene;Fauntleroy, Cynthia;Faust, Mark (Contractor);Favazza, Laura;Fawley, Catherine;Fay, Doreen (Contractor);Fayyaz, Mohammad (Contractor);Fearn, Katherine;Fediw, Marcia;Fedorowicz, Patrick;Feely, Harry;Fehrman, Karl L;Feindt, Joseph (Contractor);Feith, Kathy;Felder, Allen (Contractor);Felder, Jamaal (Contractor);Feliciotti, Andy (Contractor);Felix, Angelica (Contractor);Felixberto, Fernando;Felski, Witold;Felton, David (Contractor);Fening, Elizabeth;Fenton, Christopher;Fenwick, Beverly;Fenwick, Sheryl;Feranda, Michael;Feres, Orman;Ferguson, David (Contractor);Fergusson, Tammi;Fern, Brian;Fernandez, Charvelle (Contractor);Fernandez-Rosario, Martina;Ferraiole, Susan;Ferraro, Benjamin;Ferrell, Bobby;Ferrer, Vincent;Fidelman, Carolyn;Fields, Val;Figueiredo, Raissa;Figueras, Mike;Figueroa, Jose;Fillinich, Mike;Filter, Scott;Finch, Jennifer;Finch, Keith (Contractor);Finch, Tom;Finkel, Jessica;Finkelstein, Jon;Finley, Steve;Finn, Jeffrey (Contractor);Finn, Michael (Contractor);Fischbach, Joell (Contractor);Fischer, Jared (Contractor);Fishburne, Tanjanika;Fisher, Aaron (Contractor);Fisher, Cindy;Fisher, Collette;Fisher, Ernest (Contractor);Fisher, William (Contractor);Fisseha, Billen;Fittz, Matthew (Contractor);Fitzgerald, Claire;Fitzgerald, Edith (Contractor);Fitzgerald, Joyce;Fitzgerald, Sean;Fitzpatrick, David;Fitzpatrick, Marie;Flakes-Jones, Vicky;Flamm, Doug;Flannery, John;Fleming, Patrice;Flemming, LaShawn;Fletcher, Christopher (Contractor);Fletcher, Deborah A.;Fletcher, Jasmine (Contractor);Fletcher, Sarah (Contractor);Flick, Ian (Contractor);Floerchinger, Jeff

AMERICAN OVERSIGHT

(Contractor);Flores, Roberto;Flowe, Lee;Flowers, Anthony (Contractor);Floyd, Deborah;Floyd, Linda H.;Floyd-Davis, Cynthia;Fludd, Sabrina;Flusche, Kevin (Contractor);Flynn, Glen (Contractor);Flynn, Mark (Contractor);Fofana, Elizabeth (Contractor);Fogle, Demetrias;Foley, Christy (Contractor);Fong, Michael;Fontaine, Edward;Fonzi, Heather (Contractor);Forbes, Tarek;Forbort, Gary;Ford, Brian;Ford, Cheryl;Ford, Faith;Ford, James (Contractor);Ford, Juanita;Ford, Robert;Fore, Amy L. (Contractor);Foreman, Dana;Forrest, Kayla (Contractor);Forrester, Tiffany;Fortelny, Gregory;Fosker, Erik;Foss, Ian;Foster, Crystal;Foster, Richard;Foster, Sheana (Contractor);Foster, Shebony;Fountain, Marilyn;Fountain, Michael (Contractor);Foushee, Kenneth;Fouts, Stephanie;Fowler, Anthony;Fowler, Darlene;Fox, Jennifer (Contractor);Fox, Leslie;Fox, Matthew (Contractor);Fox, Patrick;Fox, Wendella;Foy Moss, Rita;Franaszek, Matthew (Contractor);Francis, Maesther;Francois, Abra;Frangos, Emily;Franklin, Cynthia;Franklin, Kristopher (Contractor);Franklin, Sedika;Fraser, Stacy (Contractor);Fraumeni, Michael (Contractor);Frazer, Jason;Frazier, Alyce;Frazier, Joy;Frazier, Wanda;Fredrick, Christina;Free, James;Freelin, Brittany;Freeman, Janice (Contractor);Freeman, Kiersten (Contractor);Freeman, Vanessa;Freshley, Cynthia;Frick, Sherry (Contractor);Friday, Kate;Friedman, Gillian;Friedrich, Lauren;Friend, Christal (Contractor);Friend, Kelly (Contractor);Friendly, Deborah;Frisby, Emir;Frola, Michael;Frost Alvarez, Susan;Frowein, Trese (Contractor);Frusti, Fern (Contractor);Frye, Kristina;Frye, Marissa (Contractor);FSA Case Teams;FSA Performance Improvement Procedures;Fu, Brian;Fuentes, Martha (Contractor);Fuhrman, Joseph (Contractor);Fuhrmeister, Justin (Contractor);Fullard, Vernon (Contractor);Fuller, Michael J.;Fuller, Rodney (Contractor);Fulton, Thomas (Contractor);Fultz, Robert (Contractor);Fung, Sun Sang (Contractor);Fung-Angarita, Maly (Contractor);Funkhouser, Janie;Futrell, Carlos (Contractor);Greczek, Elizabeth;Gupta, Asha;Harris, Evelyn;Harris, Tracey (FSA);Jackson, Jewell (Contractor);Joy, Carleton;LBJ Charge Nurse;Linville, Laura (Contractor);McKenzie, Lakesha;Mitchell, Megan B;Norris, Carol;Paciorek, Sarah;Pair-Biggs, Valerie (Contractor);Slater, Kesha;Yeh, Beth;AllExc_G-L;AllExc_M-R;AllExc_S-Z;FERPA;ED Internal Communications;Broadwater, Sara;Coleman, Malissa

Cc: Malico, Melinda;Honeysett, Adam;Padgett, Jennifer;Mendoza, Rosa (Contractor);Clorisa.Carr@nttdata.com

Subject: CFC Kick-Off Event with Sec. DeVos on Thursday 10/11 @11am

CFC

Get Ready, Get Set…GO! Time to Show Some Love…

Please join Secretary Betsy DeVos on Thursday, October 11 at 11:00 a.m. ET in the LBJ Barnard Auditorium and on Mediasite and EDstream for the kickoff of the 2018 Combined Federal Campaign!

AMERICAN OVERSIGHT

This fun event will feature:

The Marine Corps Color Guard

Local celebrities and charities

The Montgomery County Firefighters Pipes and Drums Band

It's a chance to have fun and **WIN PRIZES!!!** This is an event that you won't want to miss!

MEDIASITE & EDSTREAM

MEDIASITE INSTRUCTIONS:
Mediasite is the Department's system for all Departmentwide video broadcasts for DC-area and regional employees working inside ED buildings (and the ED Network), viewable on your desktop computer. Use Internet Explorer (only) to access the event on **Mediasite** **at this link.**

EDSTREAM INSTRUCTIONS:
This event will also air on the EDstream network, available for those who are outside of the ED Network, including teleworkers and in some cases, outside guests. To access the event on **EDstream** **select this link.**

If you require a reasonable accommodation beyond captioning, please contact Lori Ahmady or Melinda Malico.

If you have problems with Mediasite or EDstream, please call the Help Desk at 202 708 4357

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Sep 2018 13:05:45 +0000
To: Botel, Jason;Boyse, Natalie
Subject: Coffee

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Sep 2018 14:19:12 +0000
To: Botel, Jason;Hill, Elizabeth
Subject: Coffee

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 15:19:20 +0000
To: Botel, Jason;mamoyaw@thirdway.org
Subject: Coffee

AMERICAN OVERSIGHT

From: Miceli, Roberta
Sent: 27 Sep 2018 16:10:12 +0000
To: Miceli, Roberta;Botel, Jason;Rooney, Patrick
Subject: Coffee

Hi Jason,

Are you ok if we switch this to coffee? Patrick and I need to attend a pre-meeting for the EOP/OMB meeting on the guidance.

Hi Jason,

Patrick and I would like to see if you are available for us to take you to lunch before you leave the Department. We would like to thank you and show our appreciation for your willingness to dig into the weedy ESSA policy issues and support OSS with the many and varied questions from States.

If this date and time doesn't work, please let us know what does.

Looking forward to the opportunity to thank you and celebrate your new opportunity!

Roberta and Patrick

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Sep 2018 13:05:54 +0000
To: Botel, Jason;Vicky.Thomas@la.gov;Ramirez, Lisa;Rooney, Patrick
Subject: Conversation: ELP and ACGR

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 27 Sep 2018 17:47:25 +0000
To: Brogan, Frank
Subject: Copy: HOLD: Lunch with Josh

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 5 Oct 2018 17:01:10 +0000
To: Ramirez, Lisa;Washington, Mark;Coley, Jerine;Botel, Jason;Lyles, Sylvia;Rooney, Patrick;Butler, James;Hall, Marilyn;Miceli, Roberta;Smith, Danielle;Dickard, Norris;Kesner, Paul;Ramsey, Tara;Proctor, Tammy;Rinkus, Christopher;Peasley, Donald;Gillette, Lisa;Schmidt, Ashlee;Canty, Waquesha;Scott, Janet;Carr, Peggy;Siry, Melissa;Hunter, Tina;Muhammad, Faatimah;Curet-Rivera, Luz;McMillian-Roberts, Kathleen;Walls, Kristen;Taliaferro, Jason;Norris, Elizabeth
Subject: Core Leadership Team (CLT)

*Occurs the second Tuesday of every month from 1:30pm – 2:30pm

Please see call-in information:
Number (b)(6)
Particip
Leader:

CORE Leadership Team Plus includes:

- Assistant Secretary
- Deputy Assistant Secretaries
- Program Directors
- Special Assistants
- Program Group Leaders
- Executive Officer

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(5)

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 21:00:18 +0000
To: Venable, Joshua;Botel, Jason
Subject: Depart LBJ en route The Capital Grille

Jason will meet at Josh's office at 1:45 then ride together.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 21:00:58 +0000
To: Venable, Joshua;Botel, Jason
Subject: Depart The Capital Grille en route LBJ

AMERICAN OVERSIGHT

From: Galiatsos, Ann Margaret
Sent: 20 Sep 2018 12:53:51 +0000
To: Galiatsos, Ann Margaret;Botel, Jason
Subject: Discuss slates

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Oct 2018 17:17:01 +0000
To: Ramirez, Lisa;Washington, Mark;Botel, Jason;Brogan, Frank
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 2 Jul 2018 20:13:17 +0000
To: Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Ramakis, Jessica;Green, Bianca;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret;Brogan, Frank (Frank.Brogan@ed.gov);Blew, James (James.Blew@ed.gov)
Cc: Kim, Ann
Subject: ED Restructuring Meeting
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Secretary's Conference Room (OS Managed);Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Soltis, Tim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Menashi, Steven;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Galiatsos, Ann Margaret
Subject: Canceled: ED Restructuring Meeting
Importance: High

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Miller, Daniel J;Webster, Douglas;Talbert, Kent;Secretary's Conference Room (OS Managed);Botel, Jason;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Soltis, Tim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Menashi, Steven;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Galiatsos, Ann Margaret;Webster, Douglas (Douglas.Webster@ed.gov)
Cc: Kim, Ann
Subject:

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Brogan, Frank;Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Soltis, Tim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Menashi, Steven;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret;Stader, Jim;Brogan, Frank (Frank.Brogan@ed.gov)
Cc: Kim, Ann
Subject:

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Webster, Douglas;Eitel, Robert;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret;Talbert, Kent;Eitel, Robert;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas (Douglas.Webster@ed.gov);Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Galiatsos, Ann Margaret
Cc: Kim, Ann;Kim, Ann
Subject: Canceled: ED Restructuring Meeting
Importance: High

To: Everyone working on ED reorganization

Date: August 8, 2018

Topic: Status of Reorg Packages

(b)(5)

AMERICAN OVERSIGHT

(b)(5)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Talbert, Kent;Conaty, Joe;Stader, Jim;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Oppenheim, Peter;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret
Cc: Kim, Ann;Cutler, Samantha
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Blew, Jim;McFadden, Elizabeth;Miller, Meredith;Carter, Denise;Talbert, Kent;Secretary's Conference Room (OS Managed);Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Ferguson, Gillum;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Galiatsos, Ann Margaret;Carter, Denise;Miller, Meredith;McFadden, Elizabeth;Blew, James (James.Blew@ed.gov)
Cc: Kim, Ann
Subject:

Please try to attend the meeting physically. If you cannot make it, please dial-in.

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:07 +0000
To: Secretary's Conference Room (OS Managed);Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;Ferguson, Gillum;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank (Frank.Brogan@ed.gov);Ramakis, Jessica;Green, Bianca;Blew, James (James.Blew@ed.gov);Miller, Daniel J;Stratman, Karen;Coley, Jerine;Abramczyk, Nicholas;Styles, Kathleen;Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: Canceled: ED Restructuring Meeting
Importance: High

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 26 Sep 2018 18:13:05 +0000
To: Talbert, Kent;Secretary's Conference Room (OS Managed);Blew, Jim;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: ED Restructuring Meeting

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Oct 2018 17:23:49 +0000
To: Botel, Jason;Becker, Judith;Brogan, Frank;Miller, Meredith;Foy Moss, Rita;Kesner, Paul;Rooney, Patrick;Siry, Melissa;Miceli, Roberta;Rosenfelt, Phil;Koeppel, Dennis;Rigling, Kay;Ramirez, Lisa;Hilsey, Shaina;Oppenheim, Peter;McHam, Gerren;McHugh, Erin;Petersen, Molly;Zarish-Becknell, Kim;Wilson, Linda;Talbert, Kent
Bcc: WDCFB6-3W336
Subject: ESEA Title VIII Provisions Follow-Up

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 1 Oct 2018 20:33:51 +0000
To: DeVos, Betsy;Botel, Jason;Norris, Elizabeth;Hilsey, Shaina
Subject: ESSA Celebration

Hi Jason,

The ESSA Celebration is scheduled during the same time I have a meeting with Dr. Zais. Should I try to reschedule my meeting?

Thanks!

Sent from my iPhone

Begin forwarded message:

> **From:** "DeVos, Betsy" <Betsy.DeVos@ed.gov>
> **Date:** October 1, 2018 at 5:13:08 PM EDT
> **To:** "Norris, Elizabeth" <Elizabeth.Norris@ed.gov>, "Hilsey, Shaina" <Shaina.Hilsey@ed.gov>
> **Subject: ESSA Celebration**
>
> When: Tuesday, October 2, 2018 10:15 AM-10:45 AM. (UTC-05:00) Eastern Time (US & Canada)
> Where: Secretary's Conference Room (OS Managed)
>
> *~*~*~*~*~*~*~*~*~*

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 1 Oct 2018 20:33:51 +0000
To: DeVos, Betsy;Botel, Jason;Brogan, Frank;Norris, Elizabeth;Hilsey, Shaina;EDCalendar
Subject: ESSA Celebration

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 3 Oct 2018 04:22:54 +0000
To: Washington, Mark;tam.cordes@cfcnca.org;Brogan, Frank;Coley, Jerine;Johnston, Michael;Maestri, Phil;Betka, Sue;Wills, Randolph;Rosenfelt, Phil;Wexler, Rob;Bruce, Sandra;Carter, Denise;Davis, Wanda;O'Brien, Marianna;Stuckey, Jill;Ramirez, Lisa;Miceli, Roberta;Stump, Scott;Stanton, Craig;Viana, Jose;Anand, Supreet;Anderson, Margo;Otter, Tina;Ramirez, Andrea;Miller, Daniel J;Juengst, Phillip;Kim, Ann;Harding, Jordan;Petersen, Molly;Ramakis, Jessica;Galiatsos, Ann Margaret;Hilsey, Shaina;Botel, Jason;Morgan, Earl;Merriweather, Denisha;Reyes, Alejandro;Jones, Diane;Hairfield, James;Blew, Jim
Cc: Terpak, Kelly;Morris, David;Clark, Teresa;Mangra, Denise;Canty, Waquesha;Hill, Paula;Simms, Wanda;Jones Gaston, Treneisha;Hughes, Bruce;Alan Hay
Subject: Executive Champions - 2018 CFC Campaign

Purpose:

This is a meeting for ED POC Executives (Champions) for the 2018 Combined Federal Campaign (CFC). Please join ED CFC Vice Chair Frank Brogan, OPM CFC Loaned Executive Tam Cordes and OESE DAS Mark Washington for a light continental breakfast and an opportunity to learn more details about this year's strategy, agency goal and POC goals, and roles and responsibilities for the Champions and other members of the ED Team. You will also receive an update about new rules related to community service, ethics and other rules that will govern participation in the campaign.

Who Should Attend?

ED CFC Campaign executive champions, POC CFC managers, and POC key workers (if identified)

How should you prepare?

This is a briefing for you—no pre-meeting preparation is required. Materials will be supplied at the meeting.

Thank you!

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 9 Oct 2018 17:19:50 +0000
To: Mark Washington2;Bailey, Nathan;Blew, Jim;Broadwater, Sara;Brogan, Frank;Collett, Johnny;Delahunty, Sarah;Eitel, Robert;Hill, Elizabeth;Jones, Diane;Lee, Ebony;Marcus, Kenneth;McHam, Gerren;Muniz, Carlos;Newman, Jessica;Oppenheim, Peter;Reynolds, Cody;Rinkus, Christopher;Simmons, Lee (Dougie);Stump, Scott;Talbert, Kent;Venable, Joshua;Ventimiglia, Eric;Zais, Mitchell;Snow, McKenzie;Morrow, Jean;Merriweather, Denisha;Ramirez, Andrea;Richey, Kimberly;Viana, Aimee;Viana, Jose;carrie.a.coxen@hud.gov;DeVos, Betsy;Walker, Kathryn;Davis, Martha;Ahmad, Shavonney;Alepohoritis, Yianni;Allen, Pamela;Armstrong, Michelle;Binder, Isadora;Botel, Jason;Carter, Bonnie;Dennis, Franka;Dorsey Hargrove, Karen;Dowling, Maureen;Duffy, Adam;Dyson, Geraldine;Edwards, Louis;Edwards, Veronica;Feres, Orman;Ford, Cheryl;Galiatsos, Ann Margaret;Gardner, Ashley;Geddes, Claire;Guitard, James;Hankerson, Leslie;Hawkins, Adrienne;Hinton, Anna;Hodgdon, Jane;Howerton, Mia;Huber, Amy;Jackson, Helen;James, Edward;Jones, Clifton;Jones, Gary;Kilby-Robb, Patricia;Knight, Phyllis;Kress, Richard;Lekander, Brian;Lopez, Adela Celine;Martinez, Jessica;McBride, Asheley;McClain, Tiffany;McKenzie, Lakesha;Meeley, Kathryn;Melendez, Margarita;Miller, Christine;Moat, Eddie;Montanti, Irene;Morrisey, Jenay;Nash, Elson;Neseth, Hans;Plight, Andrea;Reed, Folake;Richardson, Venitia;Riggans, Charlene;Robinson, Vicki;Safranek, Ellen;Sanchez, Kristy;Sathya, Soumya;Searles, Patricia;Southwell, Debora;Stewart, Tyra;Terpak, Kelly;Thompson, Brian;Todd, Jennifer;Tuia, Justis;Turner, Dramon;Wilson, Richard;Zevin, Sarah;Callins, Corrinne;Cohen-Boyer, Gillian;Impact Aid Program;Johnston, Michael;Migrant Education;Norris, Elizabeth;OESE Executive Office;OESE Indian Education;OESE MSU;OESE OAI;OESE OAS;OESE OEL;OESE OSHS;OESE OSS;OESE SSRP;OESE.HurricaneHomeless;Skinner, Josie;Petersen, Molly;Zarish-Becknell, Kim;Cordes, Bill;Ross, Chareese;Koeppel, Dennis;Pasternak, Sharone;Becker, Judith;Simons, Jane;Steel, Jake;Hammer, Victoria;Ramakis, Jessica;Trachman, William;Schneider, Mark;Stader, Jim;Smith, Richard;Lessard, Ron;Araujo, Liza;McHugh, Erin;Carter, Denise;Barlow, Christine
Subject: Farewell Reception for Jason Botel

Subj: Farewell Reception for Jason Botel

Please join us to say farewell to Jason Botel, Principal Deputy Assistant Secretary, OESE and Acting Assistant Deputy Secretary, OII on Wednesday, October 10, 2018 @1:00pm for his last week at the Department, Location at LBJ Building, 400 Maryland Ave, S.W. Wash. DC, in Rm 1W105/108.

Thanks,

Mw

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Oct 2018 16:32:32 +0000
To: Botel, Jason;Carter, Denise;Washington, Mark
Subject: Filing Positions for Recovery Grants

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 5 Oct 2018 18:43:48 +0000
To: Dowling, Maureen;Botel, Jason;Blew, Jim;Snow, McKenzie;Lee, Ebony;Ramirez, Andrea;Morrisey, Jenay;Binder, Isadora;Allen, Pamela;Thompson, Brian;Gary Jones;Rosenfelt, Phil (Phil.Rosenfelt@ed.gov);McHugh, Erin;Conaty, Joe;Zimmermann, Jacquelyn (Jacquelyn.Zimmermann@ed.gov);Seugling, Carolyn;Hoogstraten, Anne;Malico, Melinda
Cc: Hilsey, Shaina;McLaughlin, Maureen;Ramakis, Jessica;Cordes, Bill;Rhoads, Kelly;Zawada, Michael;Fortelny, Gregory;Hammer, Victoria;Fong, Michael;Lee, Erica;Steel, Jake;Morrow, Jean;Mabrey, Jack;OII All Users;OESE All Users;Smith, Kimberly;Miceli, Roberta;Harwarth, Irene;Kostic, Kandice;Smith, Charm;Henderson, Charles;Fenton, Christopher;Rodriguez, Celeste;Wright, Cynthia;Long, Bonny;Marshall, Janice;Hedlund, Daryn;Lee, Wanda;Peasley, Donald;Brianas, Jennifer;Robinson, Vicki;Monaghan, Edward;Rooney, Patrick;Schmidt, Ashlee;Yeh, Beth;Schulz, Eric;Marek, Rebecca;Farmer, Katrina;Cieplak, Bernard;Schmitt, Carl;Callins, Corrinne;Weber, Keely;Rush, Angel;Honeysett, Adam;Brogan, Frank;Smith, Jamila;Riggans, Charlene;Bentley-Memon, Millicent;Terpak, Kelly;Horner-Smith, Mildred;Clithero, Leslie;Muhammad, Faatimah;Montanti, Irene;Cox, Katherine;Forrester, Tiffany;Sadeghi, Lisa;Belachew, Metasebia;Ognibene, Amanda;Kirksey, Carla;Wilson, Richard;Choroser, Stephanie;Coplin, Julie;Gardner, Ashley;Southwell, Debora;Martinez, Jessica;Lund, Miriam;Smith, Danielle;McKinney, Jessica;Siry, Melissa;Ramsey, Tara;Huber, Amy;Clark, Jane;Galiatsos, Ann Margaret;Quiroz, Michael;Coley, Jerine;Cantrell, David;Reed, Folake
Subject: FW: Invitation to -- Policy Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

-----Original Appointment-----
From: Dowling, Maureen
Sent: Friday, July 13, 2018 10:27 AM
To: Dowling, Maureen; Blew, Jim; Snow, McKenzie; Lee, Ebony; Ramirez, Andrea; Morrisey, Jenay; Binder, Isadora; Allen, Pamela; Thompson, Brian; Gary Jones; Rosenfelt, Phil (Phil.Rosenfelt@ed.gov); McHugh, Erin; Conaty, Joe; Zimmermann, Jacquelyn (Jacquelyn.Zimmermann@ed.gov); Seugling, Carolyn; Hoogstraten, Anne; Malico, Melinda
Cc: Botel, Jason; Hilsey, Shaina; McLaughlin, Maureen; Ramakis, Jessica; Cordes, Bill; Rhoads, Kelly; Zawada, Michael; Fortelny, Gregory; Hammer, Victoria; Fong, Michael; Lee, Erica; Steel, Jake; Morrow, Jean; Mabrey, Jack; OII All Users; OESE All Users; Smith, Kimberly; Miceli, Roberta; Harwarth, Irene; Kostic, Kandice; Smith, Charm; Henderson, Charles; Fenton, Christopher; Rodriguez, Celeste; Wright, Cynthia; Long, Bonny; Marshall, Janice; Hedlund, Daryn; Lee, Wanda; Peasley, Donald; Brianas, Jennifer; Robinson, Vicki; Monaghan, Edward; Rooney, Patrick; Schmidt, Ashlee; Yeh, Beth; Schulz, Eric; Marek, Rebecca; Farmer, Katrina; Cieplak, Bernard; Schmitt, Carl; Callins, Corrinne; Weber, Keely; Rush, Angel; Honeysett, Adam; Brogan, Frank; Smith, Jamila; Riggans, Charlene; Bentley-Memon, Millicent; Terpak, Kelly; Horner-Smith, Mildred; Clithero, Leslie; Muhammad, Faatimah; Montanti, Irene; Cox, Katherine; Forrester, Tiffany; Sadeghi, Lisa; Belachew, Metasebia; Ognibene, Amanda; Kirksey, Carla; Wilson, Richard; Choroser, Stephanie; Coplin, Julie; Gardner, Ashley; Southwell, Debora; Martinez, Jessica; Lund, Miriam; Smith, Danielle; McKinney, Jessica; Siry, Melissa; Ramsey, Tara; Huber, Amy; Clark, Jane; Galiatsos, Ann Margaret; Quiroz, Michael; Coley, Jerine; Cantrell, David; Reed, Folake
Subject: Invitation to -- Policy Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education
When: Thursday, October 11, 2018 1:00 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: U.S. Department of Education Barnard Auditorium

AMERICAN OVERSIGHT

Colleagues,

The Offices of Non-Public Education and Communications and Outreach invite you to attend the below policy briefing on Thursday, October 11 at 1:00 p.m. in the LBJ auditorium.

No One Way to School: Educational Pluralism and Why it Matters
An Education Policy Briefing
with Ashley Rogers Berner, PhD

U.S. Department of Education Barnard Auditorium
400 Maryland Ave, SW
Washington, DC 20202

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Join **Ashley Berner, deputy director of the *Johns Hopkins Institute for Education Policy,*** as she participates in a timely discussion with **OESE Principal Deputy Assistant Secretary Jason Botel** on what educational pluralism looks like and how our system of public education can benefit from it. Berner will share her expertise and research and discuss her book—*Pluralism and American Public Education: No One Way to School*—in which she advocates for a more pluralistic, publicly funded education system in the U.S., instead of the current uniform, state-operated system. There will be an opportunity for Q&A.

Berner explains:

"Our state-operated education system is held in place by three longstanding but mistaken beliefs:

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 10 Oct 2018 18:59:04 +0000
To: Dowling, Maureen;Botel, Jason;Blew, Jim;Snow, McKenzie;Lee, Ebony;Ramirez, Andrea;Morrisey, Jenay;Binder, Isadora;Allen, Pamela;Thompson, Brian;Gary Jones;Rosenfelt, Phil (Phil.Rosenfelt@ed.gov);McHugh, Erin;Conaty, Joe;Zimmermann, Jacquelyn (Jacquelyn.Zimmermann@ed.gov);Seugling, Carolyn;Hoogstraten, Anne;Malico, Melinda
Cc: Hilsey, Shaina;McLaughlin, Maureen;Ramakis, Jessica;Cordes, Bill;Rhoads, Kelly;Zawada, Michael;Fortelny, Gregory;Hammer, Victoria;Fong, Michael;Lee, Erica;Steel, Jake;Morrow, Jean;Mabrey, Jack;OII All Users;OESE All Users;Smith, Kimberly;Miceli, Roberta;Harwarth, Irene;Kostic, Kandice;Smith, Charm;Henderson, Charles;Fenton, Christopher;Rodriguez, Celeste;Wright, Cynthia;Long, Bonny;Marshall, Janice;Hedlund, Daryn;Lee, Wanda;Peasley, Donald;Brianas, Jennifer;Robinson, Vicki;Monaghan, Edward;Rooney, Patrick;Schmidt, Ashlee;Yeh, Beth;Schulz, Eric;Marek, Rebecca;Farmer, Katrina;Cieplak, Bernard;Schmitt, Carl;Callins, Corrinne;Weber, Keely;Rush, Angel;Honeysett, Adam;Brogan, Frank;Smith, Jamila;Riggans, Charlene;Bentley-Memon, Millicent;Terpak, Kelly;Horner-Smith, Mildred;Clithero, Leslie;Muhammad, Faatimah;Montanti, Irene;Cox, Katherine;Forrester, Tiffany;Sadeghi, Lisa;Belachew, Metasebia;Ognibene, Amanda;Kirksey, Carla;Wilson, Richard;Choroser, Stephanie;Coplin, Julie;Gardner, Ashley;Southwell, Debora;Martinez, Jessica;Lund, Miriam;Smith, Danielle;McKinney, Jessica;Siry, Melissa;Ramsey, Tara;Huber, Amy;Clark, Jane;Galiatsos, Ann Margaret;Quiroz, Michael;Coley, Jerine;Cantrell, David;Reed, Folake;Brice, Porscheoy;Hitchcock, Robert;Joseph, Denise;Sorokin-Altmann, Jedidiah;Briggs, Ashley;Carter, Bonnie
Subject: FW: Invitation to -- Policy Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

-----Original Appointment-----
From: Dowling, Maureen
Sent: Friday, July 13, 2018 10:27 AM
To: Dowling, Maureen; Blew, Jim; Snow, McKenzie; Lee, Ebony; Ramirez, Andrea; Morrisey, Jenay; Binder, Isadora; Allen, Pamela; Thompson, Brian; Gary Jones; Rosenfelt, Phil (Phil.Rosenfelt@ed.gov); McHugh, Erin; Conaty, Joe; Zimmermann, Jacquelyn (Jacquelyn.Zimmermann@ed.gov); Seugling, Carolyn; Hoogstraten, Anne; Malico, Melinda
Cc: Botel, Jason; Hilsey, Shaina; McLaughlin, Maureen; Ramakis, Jessica; Cordes, Bill; Rhoads, Kelly; Zawada, Michael; Fortelny, Gregory; Hammer, Victoria; Fong, Michael; Lee, Erica; Steel, Jake; Morrow, Jean; Mabrey, Jack; OII All Users; OESE All Users; Smith, Kimberly; Miceli, Roberta; Harwarth, Irene; Kostic, Kandice; Smith, Charm; Henderson, Charles; Fenton, Christopher; Rodriguez, Celeste; Wright, Cynthia; Long, Bonny; Marshall, Janice; Hedlund, Daryn; Lee, Wanda; Peasley, Donald; Brianas, Jennifer; Robinson, Vicki; Monaghan, Edward; Rooney, Patrick; Schmidt, Ashlee; Yeh, Beth; Schulz, Eric; Marek, Rebecca; Farmer, Katrina; Cieplak, Bernard; Schmitt, Carl; Callins, Corrinne; Weber, Keely; Rush, Angel; Honeysett, Adam; Brogan, Frank; Smith, Jamila; Riggans, Charlene; Bentley-Memon, Millicent; Terpak, Kelly; Horner-Smith, Mildred; Clithero, Leslie; Muhammad, Faatimah; Montanti, Irene; Cox, Katherine; Forrester, Tiffany; Sadeghi, Lisa; Belachew, Metasebia; Ognibene, Amanda; Kirksey, Carla; Wilson, Richard; Choroser, Stephanie; Coplin, Julie; Gardner, Ashley; Southwell, Debora; Martinez, Jessica; Lund, Miriam; Smith, Danielle; McKinney, Jessica; Siry, Melissa; Ramsey, Tara; Huber, Amy; Clark, Jane; Galiatsos, Ann Margaret; Quiroz, Michael; Coley, Jerine; Cantrell, David; Reed, Folake; Brice, Porscheoy; Hitchcock, Robert; Joseph, Denise; Sorokin-Altmann, Jedidiah; Briggs, Ashley; Carter, Bonnie
Subject: Invitation to -- Policy Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

AMERICAN OVERSIGHT

When: Thursday, October 11, 2018 1:00 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: U.S. Department of Education Barnard Auditorium

Colleagues,

The Offices of Non-Public Education and Communications and Outreach invite you to attend the below policy briefing on Thursday, October 11 at 1:00 p.m. in the LBJ auditorium.

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An Education Policy Briefing
with Ashley Rogers Berner, PhD

U.S. Department of Education Barnard Auditorium
400 Maryland Ave, SW
Washington, DC 20202

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In most democracies, public education means schools that are funded and regulated, *but not necessarily delivered,* by the state. Berner contrasts the U.S. public education system with the diverse and government-funded schools in other democratic nations around the world, noting that the U.S. is an "outlier" and that, for example, "the Netherlands supports 35 different types of schools on equal footing." In fact, she states, the vast majority of democratic nations fund varied school types and models—whether Montessori, Islamic, or Inuit—as a matter of principle, and they hold all schools to a high academic standard. Berner's defense for a pluralistic education system is philosophical and rooted in American principles of freedom and democratic ideals. While noting the limits of education pluralism and acknowledging that it is not the panacea for all of our educational problems, she says that it provides the critical space for education excellence, equity and many distinctive school cultures that enhance civil society. America's school systems are changing rapidly, and Berner believes that public education should shift to incorporate a pluralist approach, anchored in inclusive, accountable school choice. She also advises that today's policymakers need to understand the history of our uniform school system and the academic, civic and philosophical grounds for funding and regulating a wide variety of schools.

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Ramakis, Jessica
Sent: 3 Oct 2018 16:58:38 +0000
To: Ramakis, Jessica;Cahalan, Teresa;Rimdzius, Tracy;Wei, Thomas;Soldner, Matthew;Surprenant, Kala;Eisner, Elizabeth;Jacobson, Jonathan;Hunter, Tina;Botel, Jason;Ramirez, Lisa;Washington, Mark;Hammer, Victoria;Greene, Matthew;Cordes, Bill;Fortelny, Gregory;ONeill, Alexis
Subject: GAO Questions for IES re: K-12 Program Performance Assessment Strategies (102597)

I am inviting you to this meeting with GAO to discuss your office's responses to GAO's Questions on Education's Challenges to Assessing Performance of K-12 Programs (18-007202/102597), which were sent to IES, OPEPD and OESE.

This consolidated invitation replaces the one you received from Alexis O'Neill, which she will be cancelling shortly. Our responses are currently making their way through clearance, and I will update this invitation with those responses once they are cleared.

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6)

English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Simms-Coates, Karmon
Sent: 13 Sep 2018 15:33:05 +0000
To: Simms-Coates, Karmon;Lagaard, Soren;Kissel, Adam;Botel, Jason;Byrd-Johnson, Linda
Subject: GEAR UP Application Eligibility - IPS Enterprise, LLC

Representatives from IPS Enterprise, LLC are available on September 20, 2018 at 10:00 a.m. to discuss the Department's eligibility determination for the 2018 GEAR UP Partnership grant competition.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Sep 2018 15:52:29 +0000
To: Botel, Jason
Subject: Hill Calls

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 27 Sep 2018 17:48:18 +0000
To: Brogan, Frank
Subject: HOLD: Congressional Action for Puerto Rico CTE

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Sep 2018 16:42:17 +0000
To: Botel, Jason
Subject: HOLD: CPS

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Sep 2018 20:20:17 +0000
To: Botel, Jason
Subject: HOLD: Lunch with Josh

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 16:47:07 +0000
To: Botel, Jason
Subject: HOLD: OMB Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Oct 2018 19:52:12 +0000
To: Botel, Jason
Subject: HOLD: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Oct 2018 19:52:26 +0000
To: Botel, Jason
Subject: HOLD: Travel to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Aug 2018 19:16:09 +0000
To: Botel, Jason
Subject: HOLD: USICH Fall Council Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 14:18:01 +0000
To: Botel, Jason
Subject: HOLD:

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 17 Aug 2018 16:58:24 +0000
To: Dowling, Maureen;Blew, Jim;Snow, McKenzie;Lee, Ebony;Ramirez, Andrea;Morrisey, Jenay;Binder, Isadora;Allen, Pamela;Thompson, Brian;Jones, Gary
Cc: Botel, Jason;Hilsey, Shaina;Malico, Melinda;McLaughlin, Maureen;Ramakis, Jessica;Cordes, Bill;Rhoads, Kelly;Zawada, Michael;Fortelny, Gregory;Hammer, Victoria;Fong, Michael;Lee, Erica;Steel, Jake;Morrow, Jean;Plight, Andrea;Siry, Melissa;Mabrey, John (John.Mabrey@ed.gov)
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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Oct 2018 12:49:36 +0000
To: Botel, Jason;Lautenbacher, Jason
Subject: Jason Botel - Exit meeting with Records Office

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Sep 2018 21:02:51 +0000
To: Talbert, Kent;Botel, Jason
Subject: Jason Botel - Performance Review

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 28 Sep 2018 21:02:51 +0000
To: Talbert, Kent;Botel, Jason
Subject: Jason Botel - Performance Review

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 9 Oct 2018 22:59:52 +0000
To: Venable, Joshua;Botel, Jason
Subject: Jason/Eric and Dougie Weekly Update

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Oct 2018 12:38:30 +0000
To: Botel, Jason
Subject: jason works on accomplishments for Kent

Jason,

Please submit your accomplishments of that portion of your work for that portion of the fiscal year prior to Frank Brogan coming on board.

Please submit no later than COB on October 4. I will then use those accomplishments for preparation of a memo to hand to Frank for factoring into his overall rating for this past fiscal year.

I will also ask Amber to set up a review of that part of your work with me for sometime the week of October 8.

Thank you and please let me know if questions. Thanks too for your assistance on the Federal Partnership issue today.

Kent

AMERICAN OVERSIGHT

From: Rapley-Rose, DeNeen
Sent: 21 Sep 2018 02:40:36 +0000
To: Rapley-Rose, DeNeen;Adams, Tesha;Adams, Bernadette;Ahmady, Lori;Anderson, Claudette;Araujo, Liza;Armstrong, Michelle;Ashley, Carol;Austin, Krystal;Babu, Surendra;Bailey, Nathan;Banagan, Vickie;Battle, Sandra;Beaton, Sarah;Bell, Deborah;Black, Shivaun;Bogart, Joanne;Botel, Jason;Bowen, Jennifer;Brogan, Frank;Bromfield, Danielle;Brown, Grace;Burley, Milton;Tejada Bustos, Jeanette;Butler, Michelle;Byrd-Johnson, Linda;Caliguiran, Arthur;Chapman-Thaw, Kissy;Chester, LaVerne;Cohen, Stan;Coleman, George;Conaty, Joe;Conner, Donald;Cook, John;Covington, Eudora;Crockett, Yvonne;Cuffey, Linda;Darby, LaJuan;Davis, Martha;Davis, Wanda;Davis, Darryl;Dixon, Cindy;Douglas, Michelle;Drew, Denise;Edwards, Antoinette;Eitel, Robert;Ellis, Kathryn;English, Barbara;Epps, Karen;Evans, Melika;Farmer, Avis;Farmer, Katrina;Finley, Steve;Fortelny, Gregory;Foster, Richard;Foster, Crystal;Siry, Melissa;Green, Bianca;Gregory, Robin;Guest, Sharese;Hamblin-Johnson, Tanisha;Harris, Nicole S.;Hawkins, Ameera;Hawley, Colette;Hembrey, Tanesha;Henry, Eric;Hensel, David;Hillary, Ashley;Howerton, Mia;Hunter, Tina;Jasper, Carrie;Jeff-Pannell, Ernestine;Jones, Diane;Jones, Karlena;Jones, Lewis;Joynes, Ziyadah;Kean, Larry;Kesner, Paul;Koeppel, Dennis;Kravitz, Jerry;Kumi, Aba;Lee, Ebony;Long, Bonny;Lucas, Richard;Maddox, Jackie;Malawer, Hilary;Marcus, Kenneth;Marek, Rebecca;Matthews, Lloyd;Mayo, Darlene;McCord-Jones, Cassandra;McFadden, Elizabeth;McLaughlin, Maureen;Miles, Regina;Miles, Michele;Miller, Meredith;Moore, ReShone;Muniz, Carlos;Nataniel, Luis;Norment, Ricky;Oppenheim, Peter;Petersen, Molly;Peterson-Cox, Monet;Uzzelle, Princess;Ramakis, Jessica;Randall, Patricia;Reed, Almita;Reid, Lakisha;Rhoads, Kelly;Richardson, Tanyelle;Riemer, Jeffrey (Justin);Riggans, Charlene;Robinson, Vicki;Rodriguez, Mayra;Rosenfelt, Phil;Rush, Angel;Russell, Sheila;Sasser, Tracey;Scannelli, Carol;Schneider, Diana;Sciarra, Valerie;Senecal, Lisa;Surprenant, Kala;Shawyer, Barbara;Sheehan, Richard;Sherman, Brandon;Simmons, James K.;Simmons, Vena;Simmons, Lee (Dougie);Simms-Coates, Karmon;Slack, Emily;Slupe, Kevin;Smith, Richard;Sniper, Audrey;Solares, Grace;Solomon, Tracey;Spruill, Kisha;St.Pierre, Tracey;Starke, Sara;Starks, Kamilah;Strambler, Christopher;Stratman, Karen;Suris, Ralph;Talbert, Kent;Trachman, William;Trepacz, Ed;Ulmer, Suzanne;Vanzego, Towana;Venable, Joshua;Ventimiglia, Eric;Viana, Jose;Walker, Kathryn;Ware, Angela;Weems, Kia;Wells, Harold;White, Carla;Wiley, Rachael;Wilson, Tywanna;Wilson, Linda;Winters, Deborah;Wood, Tina;Wright, Lavelle;Yan, Jean
Cc: Delahunty, Sarah;Hernandez, Mannix (Contractor);McCloskey, Amber;Bernadette Adams (via Live);Allen, Donica;Nicole Reed (Nicole.Reed@fsis.usda.gov);cathy.helm@gmail.com;Hilsey, Shaina
Subject: LBJ - FY2019 Parking Distributions
Attachments: ParkingPayrollAllotmentForm.pdf, TRANSIT WITHDRAWAL PROCESS.docx
Importance: High

UPDATE: Due to the power emergency in LBJ on Tuesday the distribution has been rescheduled.

CONGRATULATIONS AND WELCOME TO THE FY2019 PARKING SEASON

AMERICAN OVERSIGHT

Your Parking Application has been approved to participate in the Department's Parking program for the FY2019 season!!

Wednesday September 26th & Thursday September 27th , 2018
Room LBJ - 1E100 (First Floor)
See: Transportation Services Representative
9:00am – 12:00pm & 1:00pm – 3:00pm

- All participants will be receiving an ANNUAL parking permit that will cover the period of : **October 1, 2018 – September 30, 2019**
- All participants must show a valid Government ID or, if not a Federal Government employee, a valid driver's license or state ID.
- If you are the primary for a Vanpool or a Carpool no parking space will be assigned until all participants have signed the application.
- The primary applicant is responsible for ensuring that carpool membership requirements are met.
- No Third Party pickups during this distribution.

The cost for the FY2019 parking season will remain at $240.25 per quarter and just like in past parking seasons payments will be received via bi-weekly payroll allotments. Passenger vehicles will pay $40.04 biweekly and Motorcycles will pay $20.02 biweekly. Attached please find the allotment form which must be brought to the distribution as payment as these payments will begin pay period 22.

Current transit recipients who are new to the parking program must complete the attached withdrawal process prior to the distribution/ issuance of a parking permit.

If you are no longer interested in participating in the Department's parking program please follow the aforementioned withdrawal directions.

NOTE: Should you not be able to make the aforementioned dates you may come to LBJ room 228-56 on the very next business day after the distributions to receive your permit.

Please direct all questions and /or concerns to the OMMSTransportationservices@ed.gov mailbox or you may call 202-401-2905.

ParkingPayrollAllotmentForm.pdf

AMERICAN OVERSIGHT

Transportation Services Division Survey

Have a Question about Transportation? ***Was the assistance provided helpful to you? I welcome your feedback!***

AMERICAN OVERSIGHT

US DEPARTMENT OF EDUCATION
Parking Payroll Allotment Form

Office of Management - SFLS - Logistics Services Division - Transportation Services Branch
OMMSTransportationservices@ed.gov
Phone: 202-401-2905 or FAX: 202-205-1866

Participant's Payroll Name:

Principal Office: **Office Phone Number:**

ED Email Address:

I am a permit holder at the following parking facility:

- ☐ PCP - 550 12th Street, SW - [803]
- ☐ PCP - 550 12th Street, SW - [OIG 410]
- ☐ LBJ - 400 Maryland Ave. SW - [803]
- ☐ LBJ - 400 Maryland Ave. SW [OCR 170]
- ☐ UCP - 830 First Street, NE - [202]
- ☐ Kansas City, Missouri - [FSA 202]
- ☐ Kansas City, Missouri - [OIG 410]
- ☐ Kansas City, Missouri - [OCR 170]

Participant's Signature: **Date:**

*****To stop the payroll allotment and withdraw from the Parking program, you must complete an Official Parking Withdrawal Form.*****

TSB USE ONLY

Please initiate a bi-weekly parking payment to begin on pay period: ☐

Association Code:

Funding Amount:

Privacy Act Statement
Information collected via this form is covered by the Privacy Act of 1974 (5 U.S.C. 552a) and Privacy Action System of Records Notice - DOI 85. The primary use of this information is to start, stop or change entitlements and to process any voluntary or involuntary deductions on pay and leave issues. The information you furnish will be used to identify records properly associated with you to obtain any additional information.

AMERICAN OVERSIGHT

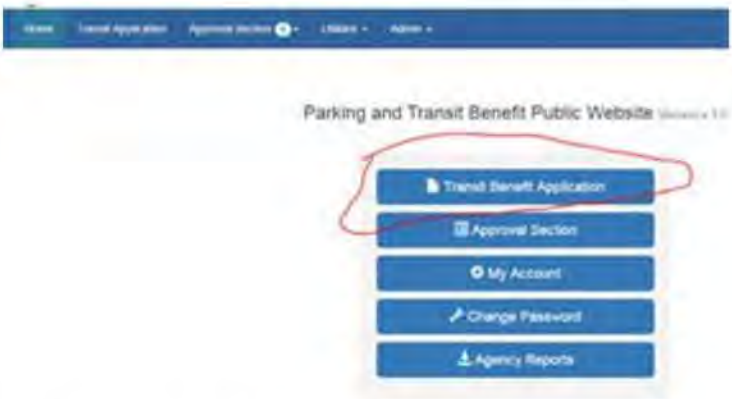
TRANSIT WITHDRAWAL PROCESS:

To be withdrawn from the Transit program, access your account through TRANServe.

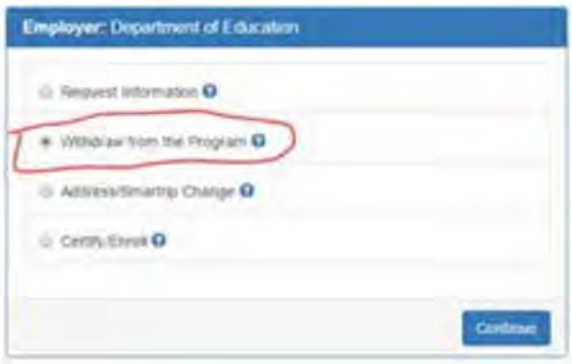
TRANServe log in screen https://transitapp.ost.dot.gov/.

From the home screen:

- Choose option "Transit Benefit Application"



Then choose "Withdraw from the Program." Complete Withdrawal form and submit.



AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 20:50:52 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 20:50:52 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Hinton, Anna
Subject:
Attachments: Check-in Jason 8.13.18.docx

My work cell phone is (b)(6). Thanks.

AMERICAN OVERSIGHT

AGENDA

Check-in w/ Jason

Monday, August 13, 2017

- POI Organizational Chart
  - Outstanding Personnel Actions: OSP/SFEC positions—GS-14 & GS-13
- Proposed--Leadership professional development opportunities
  - Executives In Government—Jennifer Todd
  - Annie E. Casey's Children and Family Fellowship—Jane Hodgdon
- Jane Hodgdon—Promise Zones
  - Opportunity Zones
  - Indy East Peer Exchange—upcoming TA meeting; media coverage?? (Chalkbeat)
- Continuation Award updates:
  - FSCS grantees: San Antonio and Mercer
- MSAP update
  - Option 1: OCR declines to certify and we terminate the grant
  - Option 2: Hold off on making a decision on the year 2 award until more information is known
- Competition Updates and Slate preview
  - SFEC and FSCS – still reviewing
  - FSCS—OLCA's pee reviewer inquiry (i.e., email from Peter)
  - Arts competitions
    - National competition
    - AAEDD
- PN publication—*An Annotated List of Promise Neighborhoods Resources*
- Discuss upcoming project director's meeting
  - Promise Neighborhoods/FSCS—Oct. 24-25
  - Arts in Education—November 1-2
  - Magnet Schools Assistance Program—November 5-6
- Telework request and review of my current schedule
- Vacation—Aug. 20-24th
  - Elson Nash—Acting during my absence

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Hinton, Anna
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna/ Performance Review

Sorry for the change Anna. I recommend you and I go to the cfc kick-off and sit toward the back and leave at 11:30 to have our performance conversation. Thanks!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 12:55:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Check in with Maureen
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Dowling, Maureen;Botel, Jason
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Dowling, Maureen
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jul 2018 14:53:01 +0000
To: Botel, Jason;Sathya, Soumya
Subject: Meet: Bi-weekly Check In with Soumya
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Sathya, Soumya
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Sathya, Soumya
Subject: Meet: Bi-weekly Check In with Soumya/ Performance Review

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:10 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia/ Performance Review

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:23:39 +0000
To: Botel, Jason;Rinkus, Christopher
Subject: MEET: Check in with Chris

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 4 Oct 2018 13:09:10 +0000
To: Brogan, Frank;Ventimiglia, Eric;Botel, Jason
Subject: Meet: Eric, Frank, & Jason

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Mar 2018 14:15:24 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Miceli, Roberta;Grant, Damaris
Cc: Metzger, Ivan;Becker, Judith;Clark, Jane
Bcc: WDCFB6-3W336
Subject: MEET: ESSA Flexibilities & Report Cards
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Miceli, Roberta;Grant, Damaris;Becker, Judith;Rodriguez, Celeste
Subject:
Attachments: ESSA Flexibilities 4.6.docx, FY 18 ESSA FlexibilitiesCommunication Plan.040918.docx

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

(b)(6)

AMERICAN OVERSIGHT

Page 171

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(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 172

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

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Page 173

Withheld pursuant to exemption

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Page 174

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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Page 190

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta;Grant, Damaris;Rooney, Patrick;Miceli, Roberta
Cc: Metzger, Ivan;Metzger, Ivan
Subject:
Attachments: essaFlexibilities_buildYourOwnPresentation_4-13.pptx, ESSAFlex_parentGuide v2.pdf, ESSAFlex_parentGuide-Light v2.pdf

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line
(b)(6)

AMERICAN OVERSIGHT

Build Your Own ESSA Explainer

Need to communicate key facts and details about what the Every Student Succeeds Act (ESSA) means for families?Use the slides in this deck to build your own presentation. Each card summarizes something about the law that parents should know, including how ESSA approaches standards and assessments, funding flexibilities, and more.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Challenging Academic Standardsand Assessments

IN A NUTSHELL

ESSA requires every State to develop challenging academic standards that specify the knowledge and skills that the State expects all its students to achieve and to administer annual assessments aligned with those standards.

WHAT THAT MEANS FOR YOU

Your State has freedom to choose, after consulting with parents, teachers, and other stakeholders, the standards that describe the knowledge and skills every child in your State is taught and the tests that will let you and your child's teachers know whether your child has achieved the standards.

AMERICAN OVERSIGHT

STANDARDS & ASSESSMENTS

8th Grade MathematicsExemption

IN A NUTSHELL

A State that administers end-of-course math assessments in high school may exempt any 8th-grade student from the State's 8th grade math assessment if the student takes the end-of-course assessment the State typically administers in high school. To receive this flexibility, the State must commit to administering to the student a more rigorous math test in high school.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility and if your 8th-grader is taking a high school-level math class and test, he or she will not be required to take the State math test other 8th grade students take.

AMERICAN OVERSIGHT

STANDARDS & ASSESSMENTS

Locally Selected, Nationally Recognized High School Academic Assessments

IN A NUTSHELL

A State may allow a district to administer a locally selected, nationally recognized high school assessment in place of the statewide assessment in math, reading/language arts, or science.

WHAT THAT MEANS FOR YOU

If your State and district take advantage of this flexibility, your high school student may be able to take a nationally recognized high school test, such as the ACT or SAT, instead of the test your State normally administers in high school.

AMERICAN OVERSIGHT

STANDARDS & ASSESSMENTS

Innovative Assessment Demonstration Authority

IN A NUTSHELL

A State may apply to the U.S. Department of Education to implement innovative assessments in some of its districts instead of the statewide assessment.

WHAT THAT MEANS FOR YOU

If your child attends a school in a district for which your State receives this flexibility, he or she may take innovative tests in place of the standardized tests the State would otherwise administer.

AMERICAN OVERSIGHT

STANDARDS & ASSESSMENTS

Alternate Academic Achievement Standards and Assessments for Students with the Most Significant Cognitive Disabilities

IN A NUTSHELL

A State may adopt alternate academic achievement standards and alternate assessments that measure achievement of those standards for students with the most significant cognitive disabilities. A State may administer an alternate assessment to no more than one percent of its tested population.

WHAT THAT MEANS FOR YOU

If your child is a student with the most significant cognitive disabilities, he or she may be able to take a different test, and be held to standards that reflect the highest standards possible for your child. In addition, your child's school will be evaluated for the performance of your child based on his or her performance on these tests.

AMERICAN OVERSIGHT

STANDARDS & ASSESSMENTS

Adaptive Testing

IN A NUTSHELL

A State may administer statewide assessments in the form of computer-adaptive assessments, which allow the State to measure a student's academic proficiency using items above or below the student's grade level.

WHAT THAT MEANS FOR YOU

If your State offers computer-adaptive assessments, your child may take the required State tests using a computer program that adapts test questions (i.e., gets more or less challenging) based on how your child is doing on each question.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Statewide AccountabilitySystems

IN A NUTSHELL

ESSA requires every State to develop an accountability system for all public schools to improve student achievement and school success, but the State has broad discretion in designing its system.

WHAT THAT MEANS FOR YOU

Your State has freedom to select a number of the measures it uses to assess the performance of each public school. For example, in addition to performance on statewide tests and graduation rate, your State may select such measures as chronic absenteeism or student growth. It is important that your State helps you understand what measures it uses to evaluate schools so that you understand the performance of your child's school and other schools.

AMERICAN OVERSIGHT

STATEWIDE ACCOUNTABILITY

Exception for Recently Arrived English Learners

IN A NUTSHELL

A State has three options for how to include recently arrived English learners in its statewide accountability system.

WHAT THAT MEANS FOR YOU

If your child is an English learner and has attended a school in the United States for less than 12 months, he or she may not have to take all required standardized tests. If he or she takes the tests, your State may choose not to include his or her score in the same way as all other scores when the State evaluates the school's performance.

AMERICAN OVERSIGHT

STATEWIDE ACCOUNTABILITY

English Learner Subgroup

IN A NUTSHELL

A State has flexibility to determine the number of years (up to four) that it includes the reading and math test results of former English learners in the English learner subgroup in its accountability system.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility, in evaluating the performance of English learners in your child's school, the State will give your school credit for the performance of students who were previously English learners but have achieved English language proficiency within the last few years.

AMERICAN OVERSIGHT

SCHOOL SUPPORT & IMPROVEMENT

School Improvement Activities

IN A NUTSHELL

ESSA requires a district to develop a plan for each school in the district that a State identifies for comprehensive support and improvement, but the district has freedom to identify the evidence-based interventions it will include in each plan. Likewise, each school that a State identifies for targeted support and improvement has freedom to identify the evidence-based interventions it will include in its targeted support and improvement plan.

WHAT THAT MEANS FOR YOU

Because ESSA requires districts and schools to involve parents in developing comprehensive and targeted support and improvement plans, you can help your district or school determine the evidence-based interventions that are best suited to meet the needs of students in your child's school.

AMERICAN OVERSIGHT

SCHOOL SUPPORT & IMPROVEMENT

State discretion with respect to alternative high schools

IN A NUTSHELL

A State has flexibility to permit different improvement activities for high schools that serve students who have previously dropped out or who are at risk of dropping out.

WHAT THAT MEANS FOR YOU

Your State can permit high schools that are designed to serve students who previously dropped out or who are at risk of dropping out to implement improvement activities that are specifically tailored to the unique needs of these students.

AMERICAN OVERSIGHT

SCHOOL SUPPORT & IMPROVEMENT

Public School Choice

IN A NUTSHELL

A district has the flexibility to offer students enrolled in a school identified for comprehensive support and improvement the option to transfer to another public school. A district may also use up to 5% of its Title I, Part A funds to pay for transportation of students who take advantage of this choice.

WHAT THAT MEANS FOR YOU

If your child attends a school the State identifies for comprehensive support and improvement (e.g., because it is one of the lowest-performing schools), your district may allow your child to transfer to another public school and use a portion of its Federal funds to pay for transportation to the school you choose for your child.

AMERICAN OVERSIGHT

SCHOOL SUPPORT & IMPROVEMENT

School Improvement Funds

IN A NUTSHELL

A State has flexibility to distribute school improvement funds on a formula or competitive basis and to determine certain conditions for districts and schools to receive these funds. A district with one or more schools identified for comprehensive or targeted support and improvement has flexibility to determine whether to apply for school improvement funds and, if so, to determine how much funding it requests, for which school or schools it requests funds, and whether to seek funding for district-level activities.

WHAT THAT MEANS FOR YOU

Your State can decide whether it would be more beneficial to distribute funds for the lowest-performing schools and schools with low-performing subgroups based on a formula or to have districts compete for the funding. Whichever method your State chooses, your district can choose whether to apply for the funds and, if so, the schools for which it will seek the funds and the activities it will support with the funds.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Direct StudentServices

IN A NUTSHELL

A State has flexibility to reserve some of its Title I, Part A funds for "direct student services," that include, for example, activities that help students complete advanced or career and technical education coursework or the cost of transportation for students to transfer to public schools not identified as among the lowest-performing schools. A district also can decide if it wants to apply for these funds and, if so, which direct student services it will implement.

WHAT THAT MEANS FOR YOU

If your State chooses to reserve Federal funds for direct student services, your district may be able to receive some of those funds and offer services that it otherwise couldn't, such as enabling students to enroll in different courses or allowing students in the lowest-performing schools to choose to attend higher-performing public schools.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Charter SchoolPrograms

IN A NUTSHELL

The U.S. Department of Education awards grants to eligible entities, including States, charter management organizations, and charter developers, to create and expand charter schools. Grantees have freedom to develop their charter school programs, including their mission, curriculum, teaching methods, and other aspects of the school.

WHAT THAT MEANS FOR YOU

Your State and organizations that develop charter schools can apply for Federal funds to create and expand charter schools to which parents can send their children. Charter schools are free public schools of choice exempt from certain State or local rules and regulations.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

FundingFlexibilities

IN A NUTSHELL

States and districts have flexibility related to certain funds under the ESEA, including flexibility to consolidate or transfer certain funds, flexibility to combine certain Federal funds with State and local resources, and flexibility in how they use certain funds.

WHAT THAT MEANS FOR YOU

Your State and district have some flexibility to use Federal funds in ways that may better meet student needs.

AMERICAN OVERSIGHT

FUNDING FLEXIBILITIES

Student-Centered Funding Pilot

IN A NUTSHELL

A district may apply to the U.S. Department of Education to participate in the student-centered funding pilot, which permits the district to combine certain Federal funds with State and local funds to allocate resources to schools through a single school funding system based on the number of students and corresponding levels of need (e.g., children from low-income families, English learners, children with disabilities). The district would receive significant flexibility from meeting many Federal requirements of the programs it combines.

WHAT THAT MEANS FOR YOU

Your district may apply for flexibility that would allow it to combine certain funds in a way that may enable the district to better support students, particularly high-need students.

AMERICAN OVERSIGHT

FUNDING FLEXIBILITIES

Supplement, not supplant

IN A NUTSHELL

A district has flexibility in how it demonstrates that it uses Title, Part A funds to supplement, and not supplant, State and local funds. A districts does not need to identify specific uses of Title I, Part A to do so.

WHAT THAT MEANS FOR YOU

A district may choose the methodology for how it shows schools that receive Federal Title I, Part A funds receive all State and local funding they would receive if they did not receive Title I, Part A funds.

AMERICAN OVERSIGHT

FUNDING FLEXIBILITIES

Consolidation of Funds in a Schoolwide Program

IN A NUTSHELL

A Title I school with 40% or more poverty may operate a schoolwide program and may consolidate Federal, State, and local funds to better serve the needs of its students. A State may grant a waiver to a school with a poverty rate below 40% to operate a schoolwide program if the State thinks the schoolwide program will better serve students.

WHAT THAT MEANS FOR YOU

Your State may allow your child's school to operate a schoolwide Title I program if your State believes that will better serve students, even if the school's poverty rate is below 40%.

AMERICAN OVERSIGHT

FUNDING FLEXIBILITIES

SRSA Alternative Use of Funds

IN A NUTSHELL

A district that is eligible for the Small, Rural School Achievement (SRSA) program has greater flexibility in using the funding it receives under certain other Federal education programs.

WHAT THAT MEANS FOR YOU

If your district is eligible for the Small, Rural School Achievement (SRSA) program, it has flexibility in how it uses the funding it receives under certain other Federal education programs to best meet the needs of its students.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Educational FlexibilityProgram

IN A NUTSHELL

A State, with approval by the U.S. Department of Education, may waive certain Federal education requirements that may impede local reform efforts.

WHAT THAT MEANS FOR YOU

Your State may be able to exempt your district from many Federal requirements in order to improve the academic achievement of children in your school and district.

AMERICAN OVERSIGHT

WHAT ESSA SAYS ABOUT

Waivers

IN A NUTSHELL

The U.S. Secretary of Education may waive many Federal statutory and regulatory requirements for ESEA programs if a State demonstrates that a waiver would advance student academic achievement.

WHAT THAT MEANS FOR YOU

Your State may apply for a waiver of certain Federal requirements if releasing the State, or certain districts in the State, from those requirements would help to improve student academic achievement.

AMERICAN OVERSIGHT

Understanding the Every Student Succeeds Act

A PARENTS' GUIDE TO THE NATION'S LANDMARK EDUCATION LAW

AMERICAN OVERSIGHT

ED-17-0431-F-002641

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14	Waivers

AMERICAN OVERSIGHT

What is this guide for?

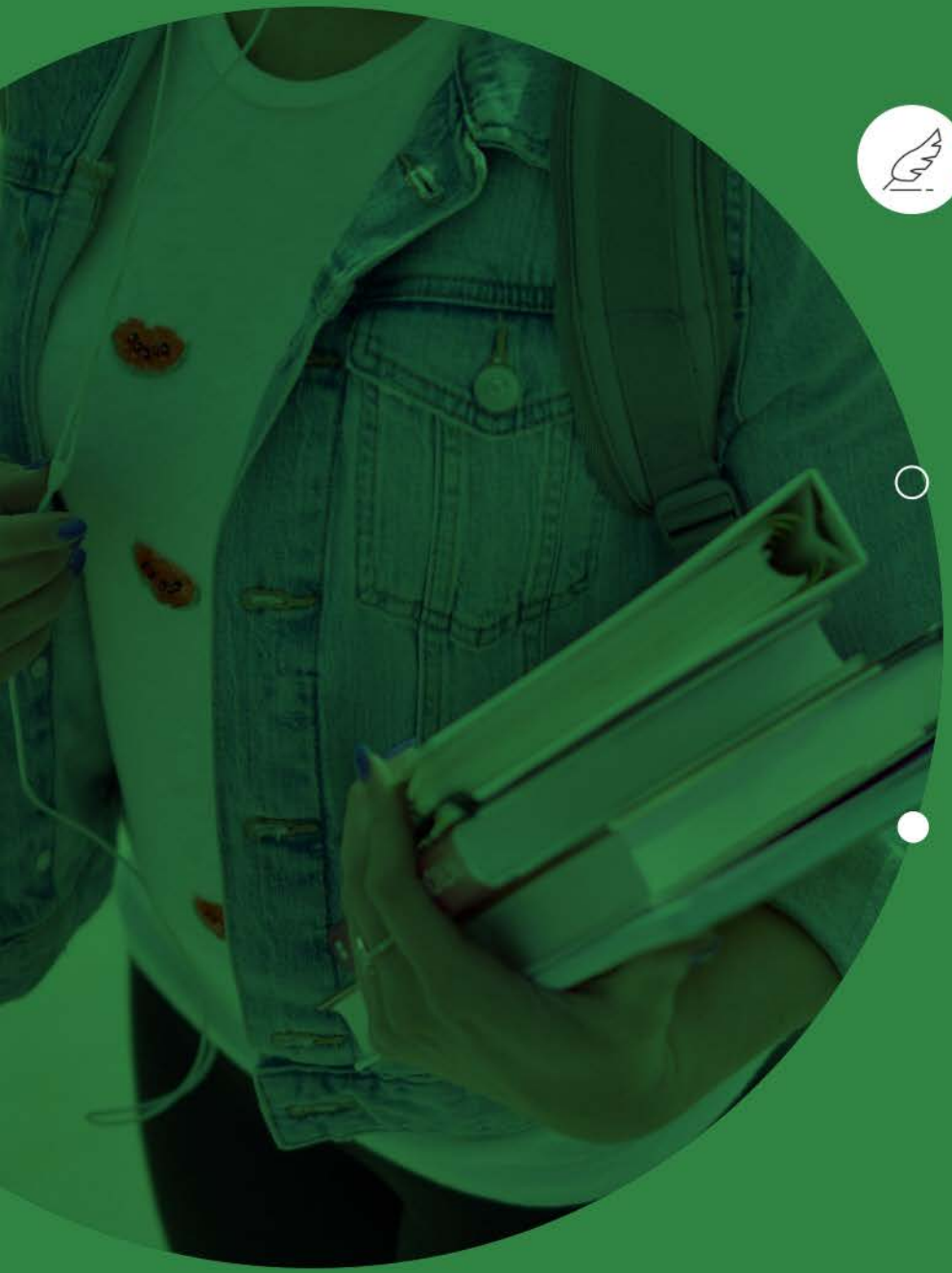
This guide aims to help parents like you understand the flexibility provided to States and school districts in the Every Student Succeeds Act (ESSA), which amended the Elementary and Secondary Education Act, a landmark federal education law. It sums up what the flexibility in the Act means for you and your child, touching on how that flexibility can affect the way your State, district, or school meets the law's requirements for academic standards, testing, and more.

We know you're busy. This guide presents only the key takeaways— the most important insights you should know about the flexibility provided in the law. As a parent, you are the best advocate for your child. Knowing more about how the federal law affects education in your state will help you make the right choices for your family.

For more detailed information: https://www2.ed.gov/policy/elsec/leg/essa/index.html

AMERICAN OVERSIGHT

ED-17-0431-F-002643



WHAT ESSA SAYS ABOUT

Challenging Academic Standards and Assessments

IN A NUTSHELL

ESSA requires every State to develop challenging academic standards that specify the knowledge and skills that the State expects all its students to achieve and to administer annual assessments aligned with those standards.

WHAT THAT MEANS FOR YOU

Your State has freedom to choose, after consulting with parents, teachers, and other stakeholders, the standards that describe the knowledge and skills every child in your State is taught and the tests that will let you and your child's teachers know whether your child has achieved the standards.

AMERICAN OVERSIGHT

ED-17-0431-F-002644

8th Grade Math Exception

IN A NUTSHELL

A State that administers end-of-course math assessments in high school may exempt any 8th-grade student from the State's 8th grade math assessment if the student takes the end-of-course assessment the State typically administers in high school. To receive this flexibility, the State must commit to administering to the student a more rigorous math test in high school.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility and if your 8th-grader is taking a high school-level math class and test, he or she will not be required to take the State math test other 8th grade students take.

Locally Selected, Nationally Recognized High School Academic Assessments

IN A NUTSHELL

A State may allow a district to administer a locally selected, nationally recognized high school assessment in place of the statewide assessment in math, reading/language arts, or science.

WHAT THAT MEANS FOR YOU

If your State and district take advantage of this flexibility, your high school student may be able to take a nationally recognized high school test, such as the ACT or SAT, instead of the test your State normally administers in high school.

Innovative Assessment Demonstration Authority

IN A NUTSHELL

A State may apply to the U.S. Department of Education to implement innovative assessments in some of its districts instead of the statewide assessment.

WHAT THAT MEANS FOR YOU

If your child attends a school in a district for which your State receives this flexibility, he or she may take innovative tests in place of the standardized tests the State would otherwise administer.

ED-17-0431-F-002645

AMERICAN OVERSIGHT

Alternate Academic Achievement Standards and Assessments for Students with the Most Significant Cognitive Disabilities

IN A NUTSHELL

A State may adopt alternate academic achievement standards and alternate assessments that measure achievement of those standards for students with the most significant cognitive disabilities. A State may administer an alternate assessment to no more than one percent of its tested population.

WHAT THAT MEANS FOR YOU

If your child is a student with the most significant cognitive disabilities, he or she may be able to take a different test, and be held to standards that reflect the highest standards possible for your child. In addition, your child's school will be evaluated for the performance of your child based on his or her performance on these tests.

Adaptive Testing

IN A NUTSHELL

A State may administer statewide assessments in the form of computer-adaptive assessments, which allow the State to measure a student's academic proficiency using items above or below the student's grade level.

WHAT THAT MEANS FOR YOU

If your State offers computer-adaptive assessments, your child may take the required State tests using a computer program that adapts test questions (i.e., gets more or less challenging) based on how your child is doing on each question.

AMERICAN OVERSIGHT

ED-17-0431-F-002646

WHAT ESSA SAYS ABOUT

Statewide Accountability System

IN A NUTSHELL

ESSA requires every State to develop an accountability system for all public schools to improve student achievement and school success, but the State has broad discretion in designing its system.

WHAT THAT MEANS FOR YOU

Your State has freedom to select a number of the measures it uses to assess the performance of each public school. For example, in addition to performance on statewide tests and graduation rate, your State may select such measures as chronic absenteeism or student growth. It is important that your State helps you understand what measures it uses to evaluate schools so that you understand the performance of your child's school and other schools.

AMERICAN OVERSIGHT

ED-17-0431-F-002647

Exception for Recently Arrived English Learners

IN A NUTSHELL

A State has three options for how to include recently arrived English learners in its statewide accountability system.

WHAT THAT MEANS FOR YOU

If your child is an English learner and has attended a school in the United States for less than 12 months, he or she may not have to take all required standardized tests. If he or she takes the tests, your State may choose not to include his or her score in the same way as all other scores when the State evaluates the school's performance.

English Learner Subgroup

IN A NUTSHELL

A State has flexibility to determine the number of years (up to four) that it includes the reading and math test results of former English learners in the English learner subgroup in its accountability system.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility, in evaluating the performance of English learners in your child's school, the State will give your school credit for the performance of students who were previously English learners but have achieved English language proficiency within the last few years.

AMERICAN OVERSIGHT

ED-17-0431-F-002648

WHAT ESSA SAYS ABOUT

School Support and Improvement Activities

School Improvement Activities

IN A NUTSHELL

ESSA requires a district to develop a plan for each school in the district that a State identifies for comprehensive support and improvement, but the district has freedom to identify the evidence-based interventions it will include in each plan. Likewise, each school that a State identifies for targeted support and improvement has freedom to identify the evidence-based interventions it will include in its targeted support and improvement plan.

WHAT THAT MEANS FOR YOU

Because ESSA requires districts and schools to involve parents in developing comprehensive and targeted support and improvement plans, you can help your district or school determine the evidence-based interventions that are best suited to meet the needs of students in your child's school.

State Discretion with Respect to Alternative High Schools

IN A NUTSHELL

A State has flexibility to permit different improvement activities for high schools that serve students who have previously dropped out or who are at risk of dropping out.

WHAT THAT MEANS FOR YOU

Your State can permit high schools that are designed to serve students who previously dropped out or who are at risk of dropping out to implement improvement activities that are specifically tailored to the unique needs of these students.

AMERICAN OVERSIGHT

ED-17-0431-F-002649

Public School Choice

IN A NUTSHELL

A district has the flexibility to offer students enrolled in a school identified for comprehensive support and improvement the option to transfer to another public school. A district may also use up to 5% of its Title I, Part A funds to pay for transportation of students who take advantage of this choice.

WHAT THAT MEANS FOR YOU

If your child attends a school the State identifies for comprehensive support and improvement (e.g., because it is one of the lowest-performing schools), your district may allow your child to transfer to another public school and use a portion of its Federal funds to pay for transportation to the school you choose for your child.

School Improvement Funds

IN A NUTSHELL

A State has flexibility to distribute school improvement funds on a formula or competitive basis and to determine certain conditions for districts and schools to receive these funds. A district with one or more schools identified for comprehensive or targeted support and improvement has flexibility to determine whether to apply for school improvement funds and, if so, to determine how much funding it requests, for which school or schools it requests funds, and whether to seek funding for district-level activities.

WHAT THAT MEANS FOR YOU

Your State can decide whether it would be more beneficial to distribute funds for the lowest-performing schools and schools with low-performing subgroups based on a formula or to have districts compete for the funding. Whichever method your State chooses, your district can choose whether to apply for the funds and, if so, the schools for which it will seek the funds and the activities it will support with the funds.

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ED-17-0431-F-002650
Page 226

WHAT ESSA SAYS ABOUT

Direct Student Services

IN A NUTSHELL

A State has flexibility to reserve some of its Title I, Part A funds for "direct student services," that include, for example, activities that help students complete advanced or career and technical education coursework or the cost of transportation for students to transfer to public schools not identified as among the lowest-performing schools. A district also can decide if it wants to apply for these funds and, if so, which direct student services it will implement.

WHAT THAT MEANS FOR YOU

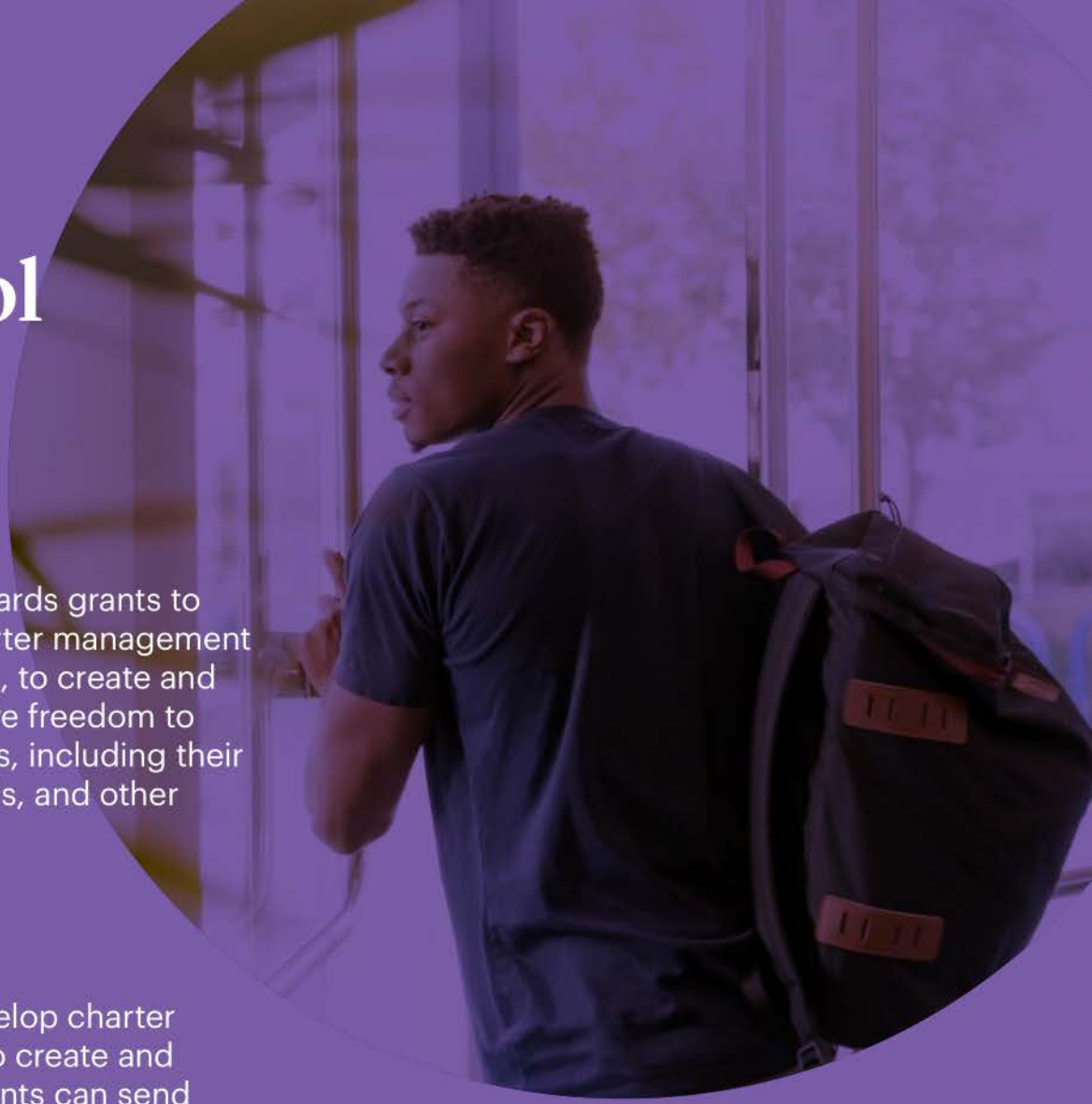
If your State chooses to reserve Federal funds for direct student services, your district may be able to receive some of those funds and offer services that it otherwise couldn't, such as enabling students to enroll in different courses or allowing students in the lowest-performing schools to choose to attend higher-performing public schools.

AMERICAN OVERSIGHT

ED-17-0431-F-002651

WHAT ESSA SAYS ABOUT

Charter School Programs



IN A NUTSHELL

The U.S. Department of Education awards grants to eligible entities, including States, charter management organizations, and charter developers, to create and expand charter schools. Grantees have freedom to develop their charter school programs, including their mission, curriculum, teaching methods, and other aspects of the school.

WHAT THAT MEANS FOR YOU

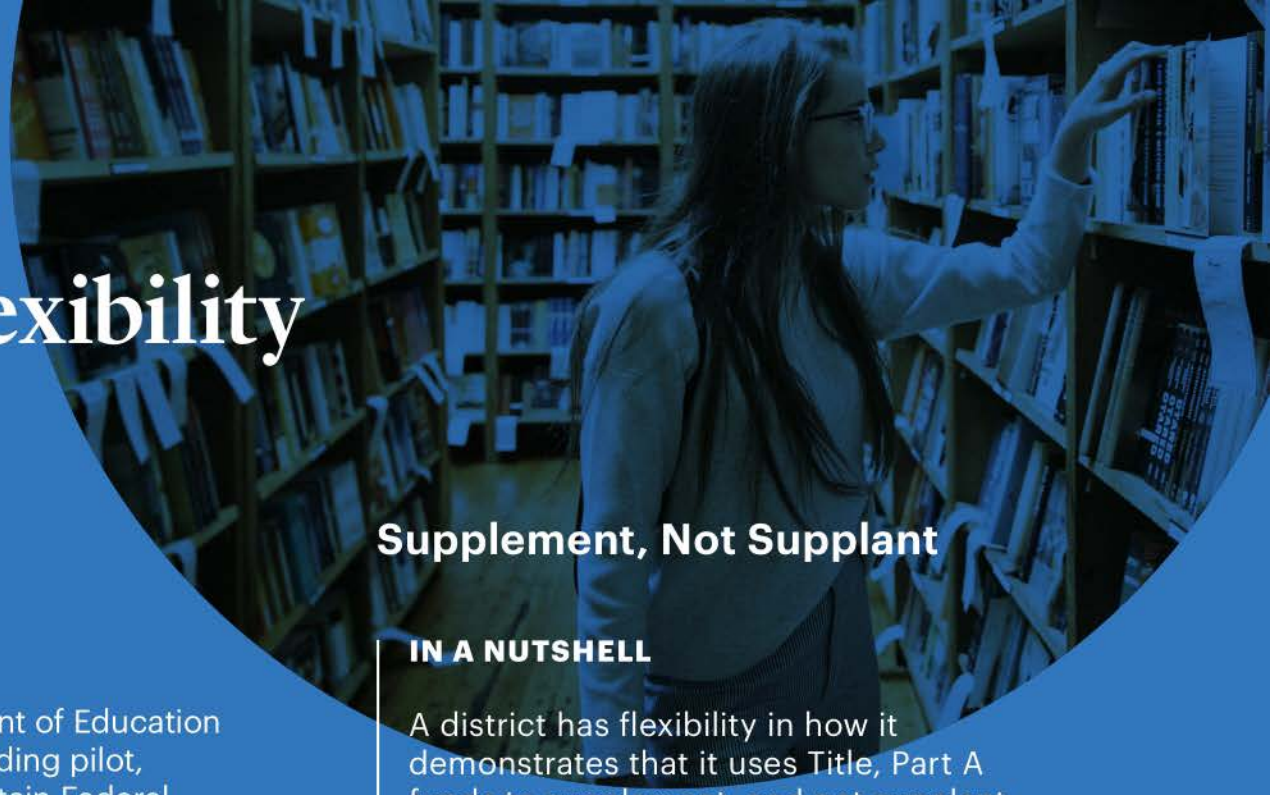
Your State and organizations that develop charter schools can apply for Federal funds to create and expand charter schools to which parents can send their children. Charter schools are free public schools of choice exempt from certain State or local rules and regulations.

AMERICAN OVERSIGHT

ED-17-0431-F-002652

WHAT ESSA SAYS ABOUT

Funding Flexibility



Student-Centered Funding Pilot

IN A NUTSHELL

A district may apply to the U.S. Department of Education to participate in the student-centered funding pilot, which permits the district to combine certain Federal funds with State and local funds to allocate resources to schools through a single school funding system based on the number of students and corresponding levels of need (e.g., children from low-income families, English learners, children with disabilities). The district would receive significant flexibility from meeting many Federal requirements of the programs it combines.

WHAT THAT MEANS FOR YOU

Your district may apply for flexibility that would allow it to combine certain funds in a way that may enable the district to better support students, particularly high-need students.

Supplement, Not Supplant

IN A NUTSHELL

A district has flexibility in how it demonstrates that it uses Title, Part A funds to supplement, and not supplant, State and local funds. A districts does not need to identify specific uses of Title I, Part A to do so.

WHAT THAT MEANS FOR YOU

A district may choose the methodology for how it shows schools that receive Federal Title I, Part A funds receive all State and local funding they would receive if they did not receive Title I, Part A funds.

AMERICAN OVERSIGHT

ED-17-0431-F-002653

Consolidation of Funds in a Schoolwide Program

IN A NUTSHELL

A Title I school with 40 percent or more poverty may operate a schoolwide program and may consolidate Federal, State, and local funds to better serve the needs of its students. A State may grant a waiver to a school with a poverty rate below 40 percent to operate a schoolwide program if the State thinks the schoolwide program will better serve students.

WHAT THAT MEANS FOR YOU

Your State may allow your child's school to operate a schoolwide Title I program if your State believes that will better serve students, even if the school's poverty rate is below 40 percent.

Small Rural School Achievement (SRSA) Alternative Use of Funds

IN A NUTSHELL

A district that is eligible for the Small, Rural School Achievement (SRSA) program has greater flexibility in using the funding it receives under certain other Federal education programs.

WHAT THAT MEANS FOR YOU

If your district is eligible for the Small, Rural School Achievement (SRSA) program, it has flexibility in how it uses the funding it receives under certain other Federal education programs to best meet the needs of its students.

AMERICAN OVERSIGHT

ED-17-0431-F-002654

WHAT ESSA SAYS ABOUT

Educational Flexibility Program

IN A NUTSHELL

A State, with approval by the U.S. Department of Education, may waive certain Federal education requirements that may impede local reform efforts.

WHAT THAT MEANS FOR YOU

Your State may be able to exempt your district from many Federal requirements in order to improve the academic achievement of children in your school and district.

AMERICAN OVERSIGHT

ED-17-0431-F-002655

WHAT ESSA SAYS ABOUT

Waivers

IN A NUTSHELL

The U.S. Secretary of Education may waive many Federal statutory and regulatory requirements for ESEA programs if a State demonstrates that a waiver would advance student academic achievement.

WHAT THAT MEANS FOR YOU

Your State may apply for a waiver of certain Federal requirements if releasing the State, or certain districts in the State, from those requirements would help to improve student academic achievement.

AMERICAN OVERSIGHT

ED-17-0431-F-002656

Understanding the Every Student Succeeds Act

A PARENTS' GUIDE TO THE NATION'S LANDMARK EDUCATION LAW

AMERICAN OVERSIGHT

ED-17-0431-F-002657

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AMERICAN OVERSIGHT

What is this guide for?

This guide aims to help parents like you understand the flexibility provided to States and school districts in the Every Student Succeeds Act (ESSA), which amended the Elementary and Secondary Education Act, a landmark federal education law. It sums up what the flexibility in the Act means for you and your child, touching on how that flexibility can affect the way your State, district, or school meets the law's requirements for academic standards, testing, and more.

We know you're busy. This guide presents only the key takeaways— the most important insights you should know about the flexibility provided in the law. As a parent, you are the best advocate for your child. Knowing more about how the federal law affects education in your state will help you make the right choices for your family.

For more detailed information: https://www2.ed.gov/policy/elsec/leg/essa/index.html

AMERICAN OVERSIGHT

ED-17-0431-F-002659

WHAT ESSA SAYS ABOUT

Challenging Academic Standards and Assessments

IN A NUTSHELL

ESSA requires every State to develop challenging academic standards that specify the knowledge and skills that the State expects all its students to achieve and to administer annual assessments aligned with those standards.

WHAT THAT MEANS FOR YOU

Your State has freedom to choose, after consulting with parents, teachers, and other stakeholders, the standards that describe the knowledge and skills every child in your State is taught and the tests that will let you and your child's teachers know whether your child has achieved the standards.

AMERICAN OVERSIGHT

ED-17-0431-F-002660

8th Grade Math Exception

IN A NUTSHELL

A State that administers end-of-course math assessments in high school may exempt any 8th-grade student from the State's 8th grade math assessment if the student takes the end-of-course assessment the State typically administers in high school. To receive this flexibility, the State must commit to administering to the student a more rigorous math test in high school.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility and if your 8th-grader is taking a high school-level math class and test, he or she will not be required to take the State math test other 8th grade students take.

Locally Selected, Nationally Recognized High School Academic Assessments

IN A NUTSHELL

A State may allow a district to administer a locally selected, nationally recognized high school assessment in place of the statewide assessment in math, reading/language arts, or science.

WHAT THAT MEANS FOR YOU

If your State and district take advantage of this flexibility, your high school student may be able to take a nationally recognized high school test, such as the ACT or SAT, instead of the test your State normally administers in high school.

Innovative Assessment Demonstration Authority

IN A NUTSHELL

A State may apply to the U.S. Department of Education to implement innovative assessments in some of its districts instead of the statewide assessment.

WHAT THAT MEANS FOR YOU

If your child attends a school in a district for which your State receives this flexibility, he or she may take innovative tests in place of the standardized tests the State would otherwise administer.

AMERICAN OVERSIGHT
ED-17-0431-F-002661

Alternate Academic Achievement Standards and Assessments for Students with the Most Significant Cognitive Disabilities

IN A NUTSHELL

A State may adopt alternate academic achievement standards and alternate assessments that measure achievement of those standards for students with the most significant cognitive disabilities. A State may administer an alternate assessment to no more than one percent of its tested population.

WHAT THAT MEANS FOR YOU

If your child is a student with the most significant cognitive disabilities, he or she may be able to take a different test, and be held to standards that reflect the highest standards possible for your child. In addition, your child's school will be evaluated for the performance of your child based on his or her performance on these tests.

Adaptive Testing

IN A NUTSHELL

A State may administer statewide assessments in the form of computer-adaptive assessments, which allow the State to measure a student's academic proficiency using items above or below the student's grade level.

WHAT THAT MEANS FOR YOU

If your State offers computer-adaptive assessments, your child may take the required State tests using a computer program that adapts test questions (i.e., gets more or less challenging) based on how your child is doing on each question.

AMERICAN OVERSIGHT

ED-17-0431-F-002662

WHAT ESSA SAYS ABOUT

Statewide Accountability System

IN A NUTSHELL

ESSA requires every State to develop an accountability system for all public schools to improve student achievement and school success, but the State has broad discretion in designing its system.

WHAT THAT MEANS FOR YOU

Your State has freedom to select a number of the measures it uses to assess the performance of each public school. For example, in addition to performance on statewide tests and graduation rate, your State may select such measures as chronic absenteeism or student growth. It is important that your State helps you understand what measures it uses to evaluate schools so that you understand the performance of your child's school and other schools.

AMERICAN OVERSIGHT

ED-17-0431-F-002663

Exception for Recently Arrived English Learners

IN A NUTSHELL

A State has three options for how to include recently arrived English learners in its statewide accountability system.

WHAT THAT MEANS FOR YOU

If your child is an English learner and has attended a school in the United States for less than 12 months, he or she may not have to take all required standardized tests. If he or she takes the tests, your State may choose not to include his or her score in the same way as all other scores when the State evaluates the school's performance.

English Learner Subgroup

IN A NUTSHELL

A State has flexibility to determine the number of years (up to four) that it includes the reading and math test results of former English learners in the English learner subgroup in its accountability system.

WHAT THAT MEANS FOR YOU

If your State takes advantage of this flexibility, in evaluating the performance of English learners in your child's school, the State will give your school credit for the performance of students who were previously English learners but have achieved English language proficiency within the last few years.

AMERICAN OVERSIGHT

ED-17-0431-F-002664

WHAT ESSA SAYS ABOUT

School Support and Improvement Activities

School Improvement Activities

IN A NUTSHELL

ESSA requires a district to develop a plan for each school in the district that a State identifies for comprehensive support and improvement, but the district has freedom to identify the evidence-based interventions it will include in each plan. Likewise, each school that a State identifies for targeted support and improvement has freedom to identify the evidence-based interventions it will include in its targeted support and improvement plan.

WHAT THAT MEANS FOR YOU

Because ESSA requires districts and schools to involve parents in developing comprehensive and targeted support and improvement plans, you can help your district or school determine the evidence-based interventions that are best suited to meet the needs of students in your child's school.

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IN A NUTSHELL

A State has flexibility to permit different improvement activities for high schools that serve students who have previously dropped out or who are at risk of dropping out.

WHAT THAT MEANS FOR YOU

Your State can permit high schools that are designed to serve students who previously dropped out or who are at risk of dropping out to implement improvement activities that are specifically tailored to the unique needs of these students.

AMERICAN OVERSIGHT

ED-17-0431-F-002665

Public School Choice

IN A NUTSHELL

A district has the flexibility to offer students enrolled in a school identified for comprehensive support and improvement the option to transfer to another public school. A district may also use up to 5% of its Title I, Part A funds to pay for transportation of students who take advantage of this choice.

WHAT THAT MEANS FOR YOU

If your child attends a school the State identifies for comprehensive support and improvement (e.g., because it is one of the lowest-performing schools), your district may allow your child to transfer to another public school and use a portion of its Federal funds to pay for transportation to the school you choose for your child.

School Improvement Funds

IN A NUTSHELL

A State has flexibility to distribute school improvement funds on a formula or competitive basis and to determine certain conditions for districts and schools to receive these funds. A district with one or more schools identified for comprehensive or targeted support and improvement has flexibility to determine whether to apply for school improvement funds and, if so, to determine how much funding it requests, for which school or schools it requests funds, and whether to seek funding for district-level activities.

WHAT THAT MEANS FOR YOU

Your State can decide whether it would be more beneficial to distribute funds for the lowest-performing schools and schools with low-performing subgroups based on a formula or to have districts compete for the funding. Whichever method your State chooses, your district can choose whether to apply for the funds and, if so, the schools for which it will seek the funds and the activities it will support with the funds.

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WHAT ESSA SAYS ABOUT

Direct Student Services

IN A NUTSHELL

A State has flexibility to reserve some of its Title I, Part A funds for "direct student services," that include, for example, activities that help students complete advanced or career and technical education coursework or the cost of transportation for students to transfer to public schools not identified as among the lowest-performing schools. A district also can decide if it wants to apply for these funds and, if so, which direct student services it will implement.

WHAT THAT MEANS FOR YOU

If your State chooses to reserve Federal funds for direct student services, your district may be able to receive some of those funds and offer services that it otherwise couldn't, such as enabling students to enroll in different courses or allowing students in the lowest-performing schools to choose to attend higher-performing public schools.

AMERICAN OVERSIGHT

ED-17-0431-F-002667

WHAT ESSA SAYS ABOUT

Charter School Programs

IN A NUTSHELL

The U.S. Department of Education awards grants to eligible entities, including States, charter management organizations, and charter developers, to create and expand charter schools. Grantees have freedom to develop their charter school programs, including their mission, curriculum, teaching methods, and other aspects of the school.

WHAT THAT MEANS FOR YOU

Your State and organizations that develop charter schools can apply for Federal funds to create and expand charter schools to which parents can send their children. Charter schools are free public schools of choice exempt from certain State or local rules and regulations.

AMERICAN OVERSIGHT

ED-17-0431-F-002668

WHAT ESSA SAYS ABOUT

Funding Flexibility

Student-Centered Funding Pilot

IN A NUTSHELL

A district may apply to the U.S. Department of Education to participate in the student-centered funding pilot, which permits the district to combine certain Federal funds with State and local funds to allocate resources to schools through a single school funding system based on the number of students and corresponding levels of need (e.g., children from low-income families, English learners, children with disabilities). The district would receive significant flexibility from meeting many Federal requirements of the programs it combines.

WHAT THAT MEANS FOR YOU

Your district may apply for flexibility that would allow it to combine certain funds in a way that may enable the district to better support students, particularly high-need students.

Supplement, Not Supplant

IN A NUTSHELL

A district has flexibility in how it demonstrates that it uses Title, Part A funds to supplement, and not supplant, State and local funds. A districts does not need to identify specific uses of Title I, Part A to do so.

WHAT THAT MEANS FOR YOU

A district may choose the methodology for how it shows schools that receive Federal Title I, Part A funds receive all State and local funding they would receive if they did not receive Title I, Part A funds.

AMERICAN OVERSIGHT

ED-17-0431-F-002669

Consolidation of Funds in a Schoolwide Program

IN A NUTSHELL

A Title I school with 40 percent or more poverty may operate a schoolwide program and may consolidate Federal, State, and local funds to better serve the needs of its students. A State may grant a waiver to a school with a poverty rate below 40 percent to operate a schoolwide program if the State thinks the schoolwide program will better serve students.

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Your State may allow your child's school to operate a schoolwide Title I program if your State believes that will better serve students, even if the school's poverty rate is below 40 percent.

Small Rural School Achievement (SRSA) Alternative Use of Funds

IN A NUTSHELL

A district that is eligible for the Small, Rural School Achievement (SRSA) program has greater flexibility in using the funding it receives under certain other Federal education programs.

WHAT THAT MEANS FOR YOU

If your district is eligible for the Small, Rural School Achievement (SRSA) program, it has flexibility in how it uses the funding it receives under certain other Federal education programs to best meet the needs of its students.

AMERICAN OVERSIGHT

ED-17-0431-F-002670

WHAT ESSA SAYS ABOUT

Educational Flexibility Program

IN A NUTSHELL

A State, with approval by the U.S. Department of Education, may waive certain Federal education requirements that may impede local reform efforts.

WHAT THAT MEANS FOR YOU

Your State may be able to exempt your district from many Federal requirements in order to improve the academic achievement of children in your school and district.

AMERICAN OVERSIGHT

ED-17-0431-F-002671

WHAT ESSA SAYS ABOUT

Waivers

IN A NUTSHELL

The U.S. Secretary of Education may waive many Federal statutory and regulatory requirements for ESEA programs if a State demonstrates that a waiver would advance student academic achievement.

WHAT THAT MEANS FOR YOU

Your State may apply for a waiver of certain Federal requirements if releasing the State, or certain districts in the State, from those requirements would help to improve student academic achievement.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta
Cc: Metzger, Ivan (Ivan.Metzger@ed.gov);Becker, Judith (Judith.Becker@ed.gov)
Subject:

AMERICAN OVERSIGHT

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To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Rooney, Patrick;Miceli, Roberta
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Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:11 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Miceli, Roberta;Grant, Damaris
Cc: Metzger, Ivan;Becker, Judith;Clark, Jane
Bcc: WDCFB6-3W336
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Mar 2018 14:16:47 +0000
To: Botel, Jason;Rooney, Patrick;Norris, Elizabeth;Burleson, Roman;Miceli, Roberta;Grant, Damaris;Ramirez, Lisa;Hammer, Victoria
Cc: Metzger, Ivan;Clark, Jane;Becker, Judith
Subject: MEET: ESSA Flexibilities & Report Cards
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Miceli, Roberta;Grant, Damaris;Becker, Judith
Cc: Metzger, Ivan
Subject:
Attachments: ESSA Flexibilities 4.11.docx

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

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ESSA Flexibilities

[Date]

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Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Miceli, Roberta;Grant, Damaris
Subject:
Attachments: FY 18 ESSA FlexibilitiesCommunication Plan.040518.docx

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

(b)(6)

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Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Norris, Elizabeth;Hammer, Victoria;Burleson, Roman;Rooney, Patrick;Grant, Damaris;Ramirez, Lisa;Miceli, Roberta
Cc: Metzger, Ivan (Ivan.Metzger@ed.gov)
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Norris, Elizabeth;Ramirez, Lisa;Hammer, Victoria;Burleson, Roman;Grant, Damaris;Rooney, Patrick;Miceli, Roberta
Cc: Metzger, Ivan (Ivan.Metzger@ed.gov)
Subject:
Attachments: Flexibilities Summary Document Updated 05.03.2018.docx

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line
(b)(6)

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ESSA Flexibilities Document – Summary Overview

A. Academic Standards and Tests

Summary: ESSA requires every State to develop challenging academic standards that specify the knowledge and skills that the State expects all its students to achieve and to administer annual tests aligned with those standards.

Parent Application: Your State has freedom to choose, after consulting with parents, teachers, and other stakeholders, the standards that describe the knowledge and skills every child in your State is taught and the tests that will let you and your child's teachers know whether your child has achieved the standards.

1. 8th-Grade Math Tests

Summary: A State that administers end-of-course math tests in high school may exempt any 8th-grade student from the State's 8th-grade math test if the student takes the end-of-course test the State typically administers in high school. To receive this flexibility, the State must commit to administering to the student a more rigorous math test in high school.

Parent Application: If your 8th-grader is taking a high school-level math class and test, he or she may not be required to take the State math test other 8th-grade students take.

2. High School Tests

Summary: A State may allow a district to administer a locally selected, nationally recognized high school assessment in place of the statewide assessment in math, reading/language arts, or science.

Parent Application: Your high school student may be able to take a nationally recognized high school test, such as the ACT or SAT, instead of the test your State normally administers in high school.

3. Innovative Testing

Summary: A State may apply to the U.S. Department of Education to implement innovative tests in some of its districts instead of the statewide assessment.

Parent Application: If your child attends a school in a district for which your State receives this flexibility, he or she may take a different type of test in place of the standardized tests the State would otherwise administer.

4. Alternate Academic Achievement Standards and Tests for Students with the Most Significant Cognitive Disabilities

Summary: A State may adopt alternate academic achievement standards and alternate tests that measure achievement of those standards for students with the most significant cognitive disabilities. A State may administer an alternate test to no more than one percent of its tested students.

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Parent Application: If your child is a student with the most significant cognitive disabilities, he or she may be able to take a different test and be held to standards that reflect the highest standards possible for your child.

5. Adaptive Testing

Summary: A State may administer its tests in the form of computer-adaptive tests, which are tests that adapt or adjust by increasing or decreasing in difficulty based on a student's responses to questions on the test. This type of adaptive test allows a State to measure a student's knowledge more quickly and with more precision.

Parent Application: Your child may take the required State tests using a computer program that adapts test questions based on how a student is doing on each question (i.e., gets more challenging if a student answers correctly or less challenging if a student answers incorrectly).

B. Accountability System

Summary: Every State is required to develop an accountability system for all public schools to improve student achievement and school success, but the State has broad discretion in designing its system.

Parent Application: Your State may select a number of measures to assess the performance of each public school. For example, in addition to performance on statewide tests and graduation rate, your State may select such measures as chronic absenteeism or student growth. It is important that your State helps you understand what measures it uses to evaluate schools so that you understand the performance of your child's school and other schools.

1. Recently Arrived English Learners in the Accountability System

Summary: A State has three options for how to include recently arrived English learners in its statewide accountability system.

Parent Application: If your child is an English learner and has attended a school in the United States for less than 12 months, he or she may not have to take all required standardized tests. If he or she takes the tests, your State may choose not to include his or her score in the same way as all other scores when the State evaluates the school's performance.

2. Former English Learners in the Accountability System

Summary: A State may include former English learners in the subgroup of English learners for certain purposes within its accountability system for up to four years.

Parent Application: If your State takes advantage of this flexibility, in evaluating the performance of English learners in your child's school, the State will give your school credit for the performance of students who were previously English learners but have achieved English language proficiency within the last few years.

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C. School Support and Improvement

Summary: A State is required to identify two categories of schools: (1) those needing comprehensive support and improvement; and (2) those needing targeted support and improvement. Among the schools that must be identified for comprehensive support and improvement are the lowest-achieving 5% of Title I schools and high schools that have a graduation rate below 67%. A State has some flexibility with respect to how it identifies schools for targeted support and improvement, but generally identifies these schools based on the performance of individual subgroups.

Parent Application: Your State and district are required to include on their annual report cards a list of all schools that are identified for comprehensive or targeted support and improvement. You can check those report cards to see if your child's school has been identified.

1. School Improvement Activities

Summary: A district is required to develop a plan for each school that the State identifies as needing comprehensive support and improvement, but the district has freedom to identify the evidence-based interventions it will include in each plan. Likewise, each school that a State identifies as needing targeted support and improvement has freedom to identify the evidence-based interventions it will include in its targeted support and improvement plan.

Parent Application: Because ESSA requires districts and schools to involve parents in developing comprehensive and targeted support and improvement plans, you can help your district or school determine the evidence-based interventions that are best suited to meet the needs of students in your child's school.

2. Alternative high schools

Summary: A State may permit different improvement activities for high schools that serve students who have previously dropped out or who are at risk of dropping out.

Parent Application: Your State can permit high schools that are designed to serve students who previously dropped out or who are at risk of dropping out to implement improvement activities that are specifically tailored to the unique needs of these students.

3. Public School Choice

Summary: A district may offer students enrolled in a school identified for comprehensive support and improvement the option to transfer to another public school. A district may also use up to 5% of its Title I, Part A funds to pay for transportation of students who take advantage of this choice.

Parent Application: If your child attends a school the State identifies for comprehensive support and improvement, your district may allow your child to transfer to another public school and use a portion of its Federal funds to pay for transportation to the school you choose for your child.

4. School Improvement Funds

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Summary: A State may determine how to distribute school improvement funds. A district with one or more schools identified for comprehensive or targeted support and improvement has flexibility to determine whether to apply for school improvement funds and, if so, to determine how much funding it requests, for which school or schools it requests funds, and whether to seek funding for district-level activities.

Parent Application: Your State can decide whether it would be more beneficial to distribute funds for the lowest-performing schools and schools with low-performing subgroups based on a formula or to have districts compete for the funding. Whichever method your State chooses, your district can choose whether to apply for the funds and, if so, the schools for which it will seek the funds and the activities it will support with the funds.

D. Direct Student Services

Summary: A State may reserve some of its federal funding for "direct student services," that include, for example, activities that help students complete advanced or career and technical education coursework or the cost of transportation for students to transfer to public schools not identified as among the lowest-performing schools. A district also can decide if it wants to apply for these funds and, if so, which direct student services it will implement.

Parent Application: If your State chooses to reserve Federal funds for direct student services, your district may be able to receive some of those funds and offer services that it otherwise couldn't, such as enabling students to enroll in different courses or allowing students in the lowest-performing schools to choose to attend higher-performing public schools.

E. Charter School Support

Summary: The U.S. Department of Education awards grants to eligible entities, including States, charter management organizations, and charter developers, to create and expand charter schools. Grantees have freedom to develop their charter school programs, including their mission, curriculum, teaching methods, and other aspects of the school.

Parent Application: Your State and organizations that develop charter schools can apply for Federal funds to create and expand charter schools to which parents can send their children. Charter schools are free public schools of choice exempt from certain State or local rules and regulations.

F. Funding Flexibility

Summary: States and districts have flexibility related to certain funds under the ESEA, including flexibility to consolidate or transfer certain funds, flexibility to combine certain Federal funds with State and local resources, and flexibility in how they use certain funds.

Parent Application: Your State and district have some flexibility to use Federal funds in ways that may better meet student needs.

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1. Student-Centered Funding Pilot

Summary: A district may apply to the U.S. Department of Education to participate in the student-centered funding pilot, which permits the district to combine certain Federal funds with State and local funds and to distribute resources to schools in a way that better meets the needs of students. The district would receive significant flexibility from meeting many Federal requirements of the programs it combines.

Parent Application: Your district may apply for flexibility that would allow it to combine certain funds in a way that may enable the district to better support students, particularly high-need students, such as children from low-income families, English learners, and children with disabilities.

2. Ensuring that Federal Funds Supplement State and Local Funds

Summary: Federal funds are intended to provide additional services to schools that receive them. A district has flexibility in how it demonstrates that it uses Title I, Part A funds to supplement, and not supplant, State and local funds. A district does not need to identify specific uses of Title I, Part A to do so.

Parent Application: A district may choose how it shows that schools that receive Federal Title I, Part A funds receive all State and local funding they would receive if they did not receive Title I, Part A funds.

3. Consolidation of Funds in a Schoolwide Program

Summary: A Title I school with 40% or more poverty may operate a schoolwide program – meaning it can use its funds to support all students in the school – and may consolidate Federal, State, and local funds to better serve its students. A State may grant a waiver to a school with a poverty rate below 40% to operate a schoolwide program if the State thinks the schoolwide program will better serve students.

Parent Application: Your State may allow your child's school to operate a schoolwide Title I program if your State believes that will better serve students, even if the school's poverty rate is below 40%.

4. Flexibility for the Use of Funds in Rural Schools

Summary: A district that is eligible for the Small, Rural School Achievement (SRSA) program has greater flexibility in using the funding it receives under certain other Federal education programs.

Parent Application: If your district is eligible for the SRSA program, it has flexibility in how it uses the funding it receives under certain other Federal education programs to best meet the needs of its students.

G. Educational Flexibility Program ("Ed Flex")

Summary: A State, with approval from the U.S. Department of Education, may waive certain Federal education requirements that may impede local reform efforts.

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Parent Application: Your State may be able to exempt your district from many Federal requirements in order to improve the academic achievement of children in your school and district.

H. Waivers

Summary: The U.S. Secretary of Education may waive many Federal requirements for ESEA programs if a State demonstrates that a waiver would advance student academic achievement.

Parent Application: Your State may request a waiver of certain Federal requirements if releasing the State, or certain districts in the State, from those requirements would help to improve student academic achievement.

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ED-17-0431-F-002709

Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Rooney, Patrick;Norris, Elizabeth;Burleson, Roman;Miceli, Roberta;Grant, Damaris;Ramirez, Lisa;Hammer, Victoria
Cc: Metzger, Ivan
Subject:
Attachments: Clean Copy ESSA Flexibilities 5.30.docx, Compiled Comments ESSA Flexibilities.docx

Meeting Name: ESSA Flexibilities
Purpose: To discuss ESSA flexibilities
Location: Jason's Office

Conference Line

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ESSA Flexibilities

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Sent: 3 Dec 2018 20:23:21 +0000
To: Botel, Jason;Rooney, Patrick;Norris, Elizabeth;Burleson, Roman;Miceli, Roberta;Grant, Damaris;Ramirez, Lisa;Hammer, Victoria;Anderson, Michael (OGC);Clark, Jane
Cc: Metzger, Ivan
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Jun 2017 13:02:13 +0000
To: Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In
Attachments: Untitled, Untitled, Untitled,

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher
Subject: MEET: Jason & Chris Weekly Check In

1. Feedback
2. Latest from Patrick on California Department of Education? Is Glen in the loop?

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In

pcoming speaking (email from Patrick kerr)

eform

elework

trategic goals

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher
Subject: MEET: Jason & Chris Weekly Check In

increasing bandwidth
What percentage of ED's overall budget k12 budget does the $250 million Eir private school proposal represent?

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In

Please note time change

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Subject: MEET: Jason & Chris Weekly Check In

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Subject: MEET: Jason & Chris Weekly Check In

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

Reform working group proposal due tomorrow

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In

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To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie;Norris, Elizabeth
Subject: MEET: Determine next steps on major projects

1. State plan reviews
2. Waiver briefing of Secretary
3. Reform
4. SNS
5. Report card document for the field
6. PR call
7.
8.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Grant, Damaris;Coxen, Carrie
Subject:

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Sent: 3 Dec 2018 20:23:24 +0000
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Subject:

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Cc: Grant, Damaris
Subject:

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To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

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Subject:

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To: Botel, Jason;Rinkus, Christopher;Grant, Damaris;Coxen, Carrie
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To: Rinkus, Christopher;Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject:

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Sent: 3 Dec 2018 20:23:24 +0000
To: Botel, Jason;Rinkus, Christopher;Coxen, Carrie
Subject: MEET: Jason & Chris Weekly Check In & performance Review

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 6 Sep 2018 17:36:25 +0000
To: Brogan, Frank;Blew, Jim;Botel, Jason;laurakaloi@mckeongrp.com
Subject: Meet: Laura Kaloi, Jim Blew, Jason Botel, Frank Brogan

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Oct 2018 21:07:14 +0000
To: Brogan, Frank;Blew, Jim;Botel, Jason;laurakaloi@mckeongrp.com
Subject: Meet: Lauren Rhim, Jim Blew, Jason Botel, Frank Brogan

Executive Director for the National Center for Special Education in Charter Schools.

- Discuss shared priorities in the expansion of charter schools
-
-

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Feb 2018 15:10:24 +0000
To: Botel, Jason;Grant, Damaris;Norris, Elizabeth
Subject: MEET: Weekly Check In w/ Elizabeth
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Grant, Damaris;Norris, Elizabeth
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Grant, Damaris;Norris, Elizabeth
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 15:06:50 +0000
To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Norris, Elizabeth
Subject:

Please note time change. Sorry for any inconvenience

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Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Norris, Elizabeth
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Norris, Elizabeth
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:28:51 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Meet: Weekly Check in with Shaina
Attachments: Untitled, Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

- Session 6 ERM
- OESE ready to lead remarks?
- Does Ebony know you will be calling her on 8/1? Should I reach out to Alexandra?
- Regulatory Reform Task force 8/7 9am
- Conference Call 8/8 11am

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Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:27 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 16:10:25 +0000
To: Botel, Jason;Brogan, Frank
Subject: Meet: Weekly Check-in
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:28 +0000
To: Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:28 +0000
To: Botel, Jason;Brogan, Frank
Subject:

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From: Dowling, Maureen
Sent: 9 Oct 2018 17:53:35 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Cc: Seugling, Carolyn
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Integration Works for Everybody

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ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

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ED-17-0431-F-002819

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08 The Benefits of Integrated Education

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2. Educational Benefit
3. Economic Benefit

10 How Can We Make Change Happen?

1. Empowering Parents
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3. Effecting Policy Change

16 How Much Will It Cost?

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ED-17-0431-F-002820

Our Vision

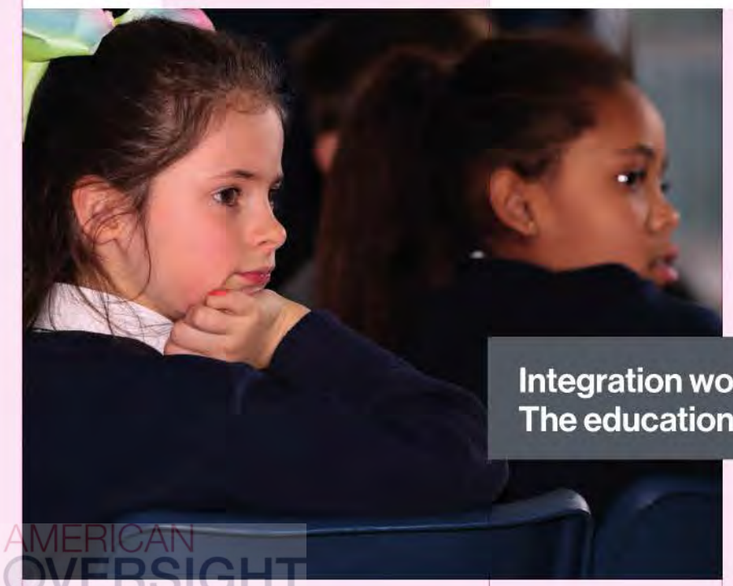
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-002821

Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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ED-17-0431-F-002822

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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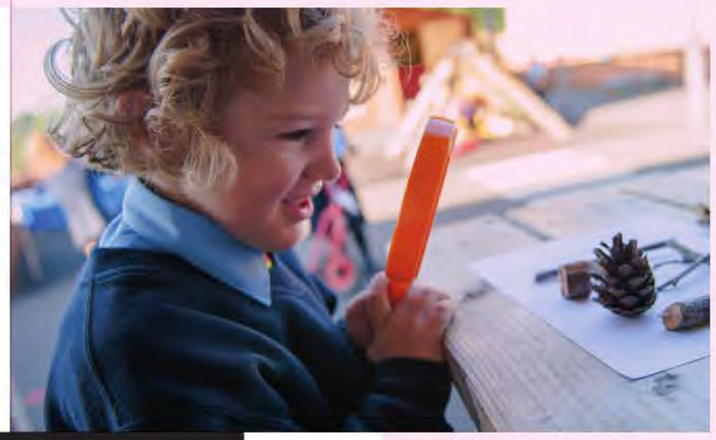
DOJ-17-0431-F-002823

How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**

Key Area	Objectives and Targets	Costs
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-002827

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Integration Works for Everybody

Strategic Vision 2018–2021

INTEGRATED EDUCATION FUND

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Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-002829

From: DeVos, Betsy
Sent: 19 Sep 2018 14:38:59 +0000
To: DeVos, Betsy;EDCalendar;Venable, Joshua;Botel, Jason
Subject: Meeting with Jason Botel and Josh Venable

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 10 Oct 2018 18:25:26 +0000
To: DeVos, Betsy;EDCalendar;Botel, Jason;Hoover, Joshua;Wood, Paul
Subject: Meeting with Jason Botel

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 17:22:42 +0000
To: Brogan, Frank;Rebekah.Hagan@sen.ca.gov;Botel, Jason;Reynolds, Cody
Subject: Meeting with Senator Fuller

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 17:22:42 +0000
To: Brogan, Frank;Rebekah.Hagan@sen.ca.gov;Botel, Jason;Reynolds, Cody
Subject: Meeting with Senator Fuller

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 4 Oct 2018 17:08:09 +0000
To: Brogan, Frank;Botel, Jason;Miceli, Roberta;Ramirez, Lisa
Subject: Monitoring and Plan Amendments

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Oct 2018 16:22:07 +0000
To: Botel, Jason
Subject: mtg w/Sec. DeVos?

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From: Botel, Jason
Sent: 14 Aug 2018 17:24:01 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta
Bcc: WDCFB6-3C100
Subject: OESE/OII Reorg Steering Committee
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

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Join Skype Meeting

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(b)(6)) English (United States)

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Sent: 3 Dec 2018 20:23:29 +0000
To: Viana, Jose;Rinkus, Christopher;Botel, Jason;Washington, Mark;Ramirez, Lisa;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

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Sent: 3 Dec 2018 20:23:29 +0000
To: Cantrell, David;Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Lyles, Sylvia;Miceli, Roberta;Rinkus, Christopher;Viana, Jose
Bcc: WDCFB6-3C100
Subject:

Join Skype Meeting

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(b)(6) umber) English (United States)

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Bcc: WDCFB6-3C100
Subject:

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To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta
Bcc: WDCFB6-3C100
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:29 +0000
To: Viana, Jose;Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:29 +0000
To: Viana, Jose;Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:29 +0000
To: Viana, Jose;Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2017 16:30:22 +0000
To: Washington, Mark;Coley, Jerine;Rinkus, Christopher;Ramirez, Lisa;Botel, Jason;Hunter, Tina;Hilsey, Shaina
Cc: Watson, Debbie
Subject: OESE Operations Meeting
Attachments: Untitled, Untitled
Importance: Low

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Chism, Monique;Coxen, Carrie;Coley, Jerine;Washington, Mark;Botel, Jason;Chism, Monique;Coxen, Carrie;Coley, Jerine
Subject:

*Meeting is being moved due to conflict with another meeting

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Coley, Jerine;Coxen, Carrie;Chism, Monique;Washington, Mark;Coley, Jerine;Botel, Jason;Chism, Monique;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Chism, Monique;Coxen, Carrie;Coley, Jerine;Washington, Mark;Botel, Jason;Chism, Monique;Coxen, Carrie;Coley, Jerine
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Chism, Monique;Coxen, Carrie;Coley, Jerine;Washington, Mark;Botel, Jason;Chism, Monique;Coxen, Carrie;Coley, Jerine
Subject:

***Meeting is being moved due to conflict with another meeting**

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Ramirez, Lisa;Washington, Mark;Chism, Monique;Coley, Jerine;Botel, Jason;Coxen, Carrie
Cc: Ramirez, Lisa
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Coley, Jerine;Botel, Jason;Coxen, Carrie
Cc: Ramirez, Lisa
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Botel, Jason;Coxen, Carrie;Coley, Jerine
Cc: Ramirez, Lisa
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Rinkus, Christopher;Washington, Mark;Botel, Jason;Hunter, Tina;Ramirez, Lisa
Cc: Watson, Debbie;Coxen, Carrie;Coley, Jerine
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

Please see call-in information:
Number: (b)(6)
Participar
Leader:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa
Cc: Coley, Jerine;Watson, Debbie;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Ramirez, Lisa;Hunter, Tina;Rinkus, Christopher;Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa
Cc: Coley, Jerine;Coxen, Carrie;Watson, Debbie;Coley, Jerine;Watson, Debbie;Coxen, Carrie
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

Conference Call Information Jason Botel:
Number: (b)(6)
Participa

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Ramirez, Lisa;Hunter, Tina;Rinkus, Christopher;Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa
Cc: Coley, Jerine;Coxen, Carrie;Watson, Debbie;Coley, Jerine;Watson, Debbie;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Ramirez, Lisa;Hunter, Tina;Rinkus, Christopher;Washington, Mark;Botel, Jason;Hunter, Tina;Ramirez, Lisa
Cc: Coley, Jerine;Coxen, Carrie;Watson, Debbie;Coley, Jerine;Watson, Debbie;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Hunter, Tina;Ramirez, Lisa;Botel, Jason;Rinkus, Christopher
Cc: Coley, Jerine;Coxen, Carrie;Watson, Debbie
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa
Cc: Watson, Debbie;Coxen, Carrie;Coley, Jerine
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa
Cc: Watson, Debbie;Coxen, Carrie;Coley, Jerine;Watson, Debbie;Coxen, Carrie;Coley, Jerine
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Ramirez, Lisa;Coley, Jerine
Cc: Watson, Debbie;Coxen, Carrie
Subject:

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Rinkus, Christopher;Washington, Mark;Coley, Jerine;Botel, Jason;Hunter, Tina;Ramirez, Lisa;Rinkus, Christopher
Cc: Watson, Debbie;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Hunter, Tina;Ramirez, Lisa;Rinkus, Christopher;Coley, Jerine;Washington, Mark;Coley, Jerine;Rinkus, Christopher;Botel, Jason;Hunter, Tina;Ramirez, Lisa
Cc: Watson, Debbie;Coxen, Carrie;Coxen, Carrie;Watson, Debbie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Hilsey, Shaina;Hunter, Tina;Ramirez, Lisa;Rinkus, Christopher;Coley, Jerine;Washington, Mark;Coley, Jerine;Rinkus, Christopher;Ramirez, Lisa;Botel, Jason;Hunter, Tina;Hilsey, Shaina
Cc: Watson, Debbie;Watson, Debbie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Coley, Jerine;Rinkus, Christopher;Ramirez, Lisa;Botel, Jason;Hunter, Tina;Hilsey, Shaina
Cc: Watson, Debbie
Subject:
Importance: Low

Meeting Rescheduled for Friday, Sep 7 @3:00pm

Please see call-in information:
Number: 1-877-988-3057
Participant: 848-962-5

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:30 +0000
To: Washington, Mark;Ramirez, Lisa;Coley, Jerine;Rinkus, Christopher;Botel, Jason;Hunter, Tina;Hilsey, Shaina
Cc: Watson, Debbie
Subject: Canceled: OESE Operations Meeting
Importance: High

CANCELLED: "OESE FALL CLEANING DAY"

***Meeting will resume at its next regularly scheduled time**

11/2/17: Just updating and renaming this meeting OESE Operations Meeting. The purpose of this meeting is to identify and discuss items that have bearing on OESE's overall operations and mission. Elements of this meeting may touch on a myriad of items, including budget, human capital, legal, contractual, systems, space management, emergency management and others related to the OESE organization. While the intent is to keep a regular cycle of when the meetings will occur, there is a timing contingency on the financial reporting. The content we need for status updates is reported in arrears, and not available to us for about 10 days following the previous month. We will schedule the financial reporting to coincide as soon after availability as possible.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject: OII Director Meeting
Attachments: Untitled, Untitled, Untitled

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) umber) English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:31 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6)

umber) English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:31 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:31 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject:

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 9 Oct 2018 13:20:37 +0000
To: (b)(6) OP/WHO (b)(6) EOP/WHO (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov'; (b)(6) EOP/OVP;McBride, (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov'; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;Schlapp, (b)(6) (b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov' (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH' (b)(6) EOP/WHO (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP (b)(6) EOP/WHO;'Barsa, John'; (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov (b)(6) EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov' (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB (b)(6) EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS' (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov' (b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA; (b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US;Parkinson, Zach Z. EOP/WHO;Fuller, Clayton M. EOP/OVP;Sandbrink, Friedhelm
Subject: Opioid Call

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 1 Oct 2018 18:26:03 +0000
To: (b)(6) EOP/WHO (b)(6) EOP/WHO; (b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US' (b)(6) (b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP (b)(6) (b)(6) EOP/WHO;Rinat, Ory S. EOP/WHO; (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, (b)(6) EOP/WHO (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA (b)(6) (b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov'; (b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH' (b)(6) EOP/WHO (b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP; (b)(6) EOP/WHO;'Barsa, John' (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov; (b)(6) EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov' (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG); (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov; (b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov (b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB; (b)(6) EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil' (b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS' (b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov'; (b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 5 Oct 2018 13:37:27 +0000
To: Brogan, Frank;Botel, Jason
Subject: Performance Review

Frank will use Kent's memo and finalize Jason's performance review.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 17:13:05 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Performance Review

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 5 Oct 2018 13:37:27 +0000
To: Brogan, Frank;Botel, Jason
Subject: Performance Review

Frank will use Kent's memo and finalize Jason's performance review.

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:50:44 +0000
To: Brogan, Frank;Susan Auton;Rinkus, Christopher;Botel, Jason;Ramirez, Lisa
Subject: Phone Call: Frank Brogan and Mark Johnson (NC)

You can also dial in using your phone.
United States (b)(6)
Access Code:

AMERICAN OVERSIGHT

From: Stillwell, Robert
Sent: 2 Oct 2018 19:28:30 +0000
To: Stillwell, Robert;Suarez, Debra;Tucker, Michelle;Vitelli, Edward;Watts, Gaby;Wooten, Michael;Anderson, Margo;Blew, Jim;Byrd-Johnson, Linda;Crawford, Ray;Ellis, Kathryn;Essex, Adam;Fortelny, Gregory;Funkhouser, Janie;Goetz, Braden;Greene, Matthew;Hammer, Victoria;Ivatts, Katrina R.;Jones, Diane;Kennedy, Lauren;Kissel, Adam;Maestri, Phil;Mahaffie, Lynn;Manning, James;O'Brien, Marianna;Otter, Tina;Patterson, Charles;Sauri, Corinne;Shields, Trina;Smith, George.Alan;Smith, Kathleen;Solares, Grace;St. Clair, Catherine;Stanton, Craig;Stump, Scott;Terpak, Kelly;Washington, Mark;Adams, Bernadette;Botel, Jason;Braga, Leticia;Thomas.Brock@ed.gov;Brogan, Frank;Clark, Jane;Collett, Johnny;Dirrigl, Mary Louise;Galiatsos, Ann Margaret;Hinton, Anna;Kavulic, Christy;Kilby-Robb, Patricia;Meeley, Kathryn;Miceli, Meredith;Newman, Sarah;Norris, Elizabeth;Ramirez, Lisa;Richey, Kimberly;Rinkus, Christopher;Rooney, Patrick;Ryder, Ruth;Sadeghi, Lisa;Sathya, Soumya;Shackel, Erin;Churchwell, Nikki;Clarke, Angela;Cline, Kelly;Commons, Daniel;Fare, John;Gray, Jason;Hawes, Michael;Jung, Britt;Kean, Larry;Kim, Ann;Koumare, Tracy;Ramakis, Jessica;Rodrigue, Tiina;Santy, Ross;Willoughby, Leslie;Worthington, Kelly;Butler, Angela;Carter, Denise;Cook, Karolyn;Crowner, Quasette;Eitel, Robert;Green, Bianca;Harper, Geoffrey;Juengst, Phillip;Lahey, Alisa;Malawer, Hilary;McFadden, Elizabeth;Peterman, Charles;Ritter, Kimberly;Santucci, Mark;Scannelli, Carol;Smith, Richard;Watkins, Zina;Webster, Douglas
Subject: PIO Quarter 4 Collection Training

Hello all,

This is a training session for persons entering data or narrative information into the PIO's SharePoint collection site. If you do not anticipate accessing the site directly, please feel free to dismiss. Point persons responsible for entering information into the system should join to better understand how the site is organized, how the information is organized, and to understand what the expectations of this collection are. This is a Skype-only meeting. If your goal team would like to set up a separate training for those that will be using the site directly, please reach out and we can set up an in-person training next week.

Thanks you,

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6)

English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Sep 2018 15:46:36 +0000
To: Botel, Jason;Robertson, Elyse;Foy Moss, Rita;Dickard, Norris;Jacqueline_E_Hackett@ondcp.eop.gov
Subject: Planning Meeting for Ed/ NCSSLE Opioid Webinars

AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 27 Sep 2018 19:49:05 +0000
To: Nordahl, Nicholas;Ramirez, Lisa;Rosenfelt, Phil;Hilsey, Shaina;Stump, Scott;Brogan, Frank;Wooten, Michael;Cantrell, David;Botel, Jason
Subject: PRDE OCTAE Discussion

Update 10/1: Time changed to Thursday 10/4 2:45pm-3:00pm

The purpose of this call is to review questions received from PRDE regarding OCTAE. If there are additional items to review, please send in advance for awareness. Thanks!

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6)

umber) English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Norris, Elizabeth
Sent: 5 Oct 2018 19:35:28 +0000
To: Norris, Elizabeth;Clark, Jane;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Botel, Jason;McFadden, Elizabeth;Lee, Ebony;Miceli, Roberta
Cc: Harwarth, Irene;Siry, Melissa;Carr, Patrick
Subject: pre-meet: EOP meeting RC and SNS

This is a pre-meet for the 4:00 pm EOP meeting. Please forward to anyone else who is in the 4:00 meeting and may be presenting on SNS or Report Cards.

Thank you!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Sep 2018 20:00:21 +0000
To: Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Proctor, Tammy
Subject: Regulations, Guidance and Info Collections"

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Oct 2018 20:53:04 +0000
To: Norris, Elizabeth;Rooney, Patrick;Ramirez, Lisa;Miceli, Roberta
Bcc: WDCFB6-3W336
Subject: Regulations, Guidance and Info Collections"

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 24 Sep 2018 21:24:36 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony (Ebony.Lee@ed.gov)
Cc: Blew, Jim;Botel, Jason (Jason.Botel@ed.gov);Hoover, Joshua;Wood, Paul
Subject: SAF Roundtable

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 3 Oct 2018 20:26:23 +0000
To: Oppenheim, Peter;Brogan, Frank;Botel, Jason
Subject: State Plan Monitoring

AMERICAN OVERSIGHT

From: Merriweather, Denisha
Sent: 20 Sep 2018 16:58:41 +0000
To: Merriweather, Denisha;Snow, McKenzie;Blew, Jim;Mabrey, Jack;Botel, Jason;Hammer, Victoria;Simpson, Daniel;Norris, Elizabeth;Rinkus, Christopher;Steel, Jake
Subject: State Policy Network Research Study Review & Meet and Greet
Attachments: Jahr Federal letter.pdf

Feel free to share with others

The State Policy Network Affiliate-The Badger Institute in Wisconsin just concluded three years of research on the impact of federal grants-in-aid and published their findings in a book titled "Federal Grant$standing."At this meeting, they will share their findings (one-pager below). The goal of the meeting is to engage and inform The State Policy Network of the practices, policies, and programs ED has to offer; and, to assist on a national level so they can assist at the state, local, and community level, to plan, implement, and participate in effective programs for students. We also hope to receive an update on their organization's work.

This meeting will be held on Wednesday, September 26th from 1:30-2:30pm.

Key findings

• Grants-in-aid have exploded from $7 billion in 1960 (7.5 percent of federal spending) to $728 billion today (17.6 percent of federal spending).
• Most states today get about one-third of their revenues from the federal government.
• A growing number of Wisconsin "state employees" – around 10,000 of them -- now answer to bureaucrats and politicians in Washington, D.C. For example, fully 73 percent of the Wisconsin Department of Workforce Development's 1,603 workers are now paid with federal funds.
• Nearly 30 percent of federally paid workers in just six Wisconsin departments appear to simply administer federal dollars. Their annual salary and benefits total nearly $89 million.
• Some 60 percent of surveyed superintendents, school board members and business managers in Wisconsin agreed with the statement that "restrictions on how federal funds are spent harmfully distort the decisions that local school officials make on behalf of their students."
• The Wisconsin Department of Public Instruction spends $54 million annually to administer federal funds.
• School districts that saved taxpayer money as the result of Act 10 reforms are compelled by federal "maintenance of effort" requirements to spend that money – often on things they don't want or need – or lose federal funding.

One pager

Attendees (to date)

AMERICAN OVERSIGHT

Mike Nicolas, President of The Badger Institute
Jennifer Butler, Senior Policy Advisor
Michael Jahr, Vice President of The Badger Institute

All the best,
Denisha Merriweather

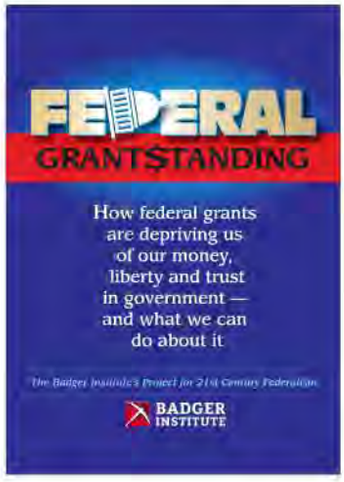
AMERICAN OVERSIGHT

BADGER INSTITUTE

Free Markets ▪ Opportunity ▪ Prosperity

The Badger Institute provides a superb account of the harm that the $700 billion system does to sound government in Wisconsin, and they dig up eye-opening examples of inherent waste. The book is chock full of unique data and survey information, but the findings are applicable to every state in the nation — **Chris Edwards**, Cato Institute

Federal grants-in-aid, often perceived at the state and local level as "free money," are in reality a coercive, cynical contrivance that increases costs, undermines local control, inhibits innovation and subverts constitutional protections, according to a new book published by the Badger Institute. "Federal Grant$tanding," the culmination of nearly three years of research and reporting, describes how these grants-in-aid actually centralize power in the nation's capital and erode trust in government.



This is not the first publication to point out that the astronomical growth of federal grants-in-aid is at the crux of a debilitating, inexorable expansion of national power. But it may be the first to report so extensively from the schoolhouses, statehouses and streets where most Americans live.

"Federal Grant$tanding combines traditional policy research, investigative reporting, surveys of educators and local officials and interviews with key players to produce some alarming findings. Among them:

- Grants-in-aid have exploded from $7 billion in 1960 (7.5 percent of federal spending) to an estimated $728 billion today (17.6 percent of federal spending).
- Most states today get about one-third of their revenues from the federal government.
- A growing number of Wisconsin "state employees" — around 10,000 of them — now answer to bureaucrats and politicians in Washington, D.C. For example, fully 73 percent of the Wisconsin Department of Workforce Development's 1,603 workers are now paid with federal funds.
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- The Wisconsin Department of Public Instruction spends $54 million annually to administer federal funds.
- School districts that saved taxpayer money as the result of Act 10 reforms are compelled by federal "maintenance of effort" requirements to spend that money — often on things they don't want or need — or lose federal funding.

"Federal Grant$tanding" concludes that the price of continuing apace — including the incessant growth of federal debt, the loss of time, money and ingenuity in the states, and the diminished trust in our leaders — is threatening the dual system of governance that the founding fathers envisioned. Fortunately, reform, while difficult, is possible. The book includes a variety of possible solutions and sets the stage for additional research across the country.

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 14:55:05 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Jones, Diane
Subject: TEA follow up on Pell Grants

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Sep 2018 14:01:59 +0000
To: Lee, Ebony;Botel, Jason;Hilsey, Shaina;Doyle, Jean;Blew, Jim
Subject: Teach For America

Hi Jason and Ebony—

I hope that you both are well.

I am writing on behalf of TFA's CEO, Elisa Villanueva Beard who would like the opportunity to meet with you to provide an update on TFA's work in more than 50 regions across the country, and specifically how the Department's SEED grant has helped us achieve greater impact in our fight for excellence and equity in education.

In the 2018-2019 school year, we will have more than 6,700 corps members joining more than 52,000 alumni to create a network of leaders who are working inside and outside the classroom to improve educational opportunities for all children. Every day they are proving that with hard work, determination, and partnerships across the community, all students can achieve at the highest levels.

Elisa will be in Washington, D.C. on Tuesday, October 2nd and is available to meet between 10am and 4pm. I hope we are able to make this work for your schedules.

Thanks so much for your consideration, and I look forward to hearing from you.

Best,

Jean Doyle

Jean Doyle
Vice President, Government Affairs
Teach For America
(b)(6)
e: jean.doyle@teachforamerica.org

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Sep 2018 14:01:59 +0000
To: Lee, Ebony;Botel, Jason;Hilsey, Shaina;Doyle, Jean;Blew, Jim
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Best,

Jean Doyle

Jean Doyle
Vice President, Government Affairs
Teach For America
c: (b)(6)
t:
e: jean.doyle@teachforamerica.org

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 18:29:23 +0000
To: Venable, Joshua;Botel, Jason
Subject: The Capital Grille, Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Sep 2018 14:41:52 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Sep 2018 14:41:42 +0000
To: Botel, Jason
Subject: Travel to Rayburn

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 14 Sep 2018 19:57:50 +0000
To: Okahara, Kim;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Galiatsos, Ann Margaret;Ofodile-Carruthers, Nkemjika;Alepohoritis, Yianni;Southwell, Debora
Subject: Use this invite please - OESE Web Redesign Team

All,

Nkemjika is out of the office so please use this invite instead. I will update this invite with final agenda items and final PWS (currently, this is with CAM).

The purpose of this meeting is to provide an update on the PWS; confirm expected timeline for launch; and discuss project team composition (to include OESE Front Office COR Level II) in the near-term and long-term.

Thanks all,
Kim

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) umber) English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 21 Sep 2018 20:18:17 +0000
To: Okahara, Kim;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Galiatsos, Ann Margaret;Ofodile-Carruthers, Nkemjika;Alepohoritis, Yianni;Southwell, Debora
Subject: Use this invite please - OESE Web Redesign Team

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Thanks all,
Kim

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Apr 2017 14:52:19 +0000
To: Botel, Jason;Washington, Mark
Subject: Weekly Check-In w/Mark W.
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled

Purpose: Weekly Check-in to discuss OESE updates.

Materials: As necessary, please send materials to Carrie Coxen by 4pm on the day prior.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Botel, Jason;Washington, Mark
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Botel, Jason;Washington, Mark
Subject:

PLEASE NOTE TIME CHANGE DUE TO A CONFLICT. THANKS!

Purpose: Weekly Check-in to discuss OESE updates.

Materials: As necessary, please send materials to Carrie Coxen by 4pm on the day prior.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Botel, Jason;Washington, Mark
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Botel, Jason;Washington, Mark
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Botel, Jason;Washington, Mark
Subject: Weekly Check-In w/Mark W./ Performance Plan

PLEASE NOTE TIME CHANGE

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 18 Apr 2017 21:17:41 +0000
To: Venable, Joshua;Bailey, Nathan;Botel, Jason;Eitel, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Viana, Jose;Richey, Kimberly;Johnson, Wayne;Walker, Kathryn;Oppenheim, Peter;Wooten, Michael;Payne, William;Carter, Denise;Newman, Jessica;Webster, Douglas;Collett, Johnny;Talbert, Kent;Jones, Diane;Woodworth, James;Muniz, Carlos;Schneider, Mark;Secretary's Conference Room (OS Managed);Gray, Jason;Trachman, William;Zais, Mitchell;Marcus, Kenneth;Brogan, Frank;Blew, Jim;Stump, Scott
Cc: Rinkus, Christopher
Subject: Weekly Senior Staff Meeting
Attachments: Untitled, Untitled

Dial: (b)(6)
Code

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Venable, Joshua;Bailey, Nathan;Botel, Jason;Buchesky, Stanley;Eitel, Robert;Ferguson, Gillum;Frendewey, Matthew;Goad, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Toner, Jana;Ventimiglia, Eric;Viana, Jose
Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

Courtesy reminder regarding Monday's senior staff meeting and the 30-Day look ahead report.

The included attachment is a report that is due to Cabinet Affairs every Tuesday. A portion of the weekly senior staff meeting will be discussing these topics. Please review the attachment, and come prepared with key items to be included in this week's report.

V/r,
Eric

AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

MEMORANDUM FOR THE WHITE HOUSE STAFF SECRETARY AND CABINET SECRETARY

FROM: [Name and Formal Title of Department or Agency Chief of Staff]

SUBJECT: [Department/Agency Name] Weekly Update for the Week of [Upcoming Monday]

1. [Department or Agency Name] 30-Day Policy Look Ahead

- **[Name of Issue/Policy Initiative]**
  - Short description of issue
  - POC within Department or Agency
  - Anticipated date of action
  - Short description of anticipated process (*e.g.*, Department/Agency meetings, submissions to Congress, notices published in the federal register)

[REPEAT AS MANY TIMES AS NECESSARY]

2. Key Events for Upcoming 30-Days

- **[Name of Event]**
  - Date of Event
  - Short Description of Event
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[REPEAT AS MANY TIMES AS NECESSARY]

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AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

[Insert Date]

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To: Frendewey, Matthew;Venable, Joshua;Bailey, Nathan;Botel, Jason;Buchesky, Stanley;Eitel, Robert;Ferguson, Gillum;Frendewey, Matthew;Goad, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Toner, Jana;Ventimiglia, Eric;Viana, Jose;Menashi, Steven
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V/r,
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Dial-in: (b)(6)
Particip

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AMERICAN OVERSIGHT

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Cc: (b)(6) @gmail.com
Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

Dial-in (b)(6)
Partici

6/29: The senior staff meeting on Monday, July 3 will be a working lunch. As a reminder, Monday is a regular work day. If you do not plan to be in the office, you need to let Josh know.

All: Please note the updated date/time for Senior staff.

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AMERICAN OVERSIGHT

[Insert Date]

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AMERICAN OVERSIGHT

[Insert Date]

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Subject:

Dial-in: (b)(6)
Particip

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Subject:

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V/r,
Eric

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
To: Frendewey, Matthew;Buchesky, Stanley;Venable, Joshua;Bailey, Nathan;Botel, Jason;Eitel, Robert;Ferguson, Gillum;Goad, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Toner, Jana;Ventimiglia, Eric;Viana, Jose;Menashi, Steven;Richey, Kimberly;Kissel, Adam;James, David;Johnson, Wayne;Walker, Kathryn;Oppenheim, Peter
Subject:

(b)(6)

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Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

(b)(6)

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AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

MEMORANDUM FOR THE WHITE HOUSE STAFF SECRETARY AND CABINET SECRETARY

FROM: [Name and Formal Title of Department or Agency Chief of Staff]

SUBJECT: [Department/Agency Name] Weekly Update for the Week of [Upcoming Monday]

1. [Department or Agency Name] 30-Day Policy Look Ahead

- **[Name of Issue/Policy Initiative]**
  - Short description of issue
  - POC within Department or Agency
  - Anticipated date of action
  - Short description of anticipated process (*e.g.*, Department/Agency meetings, submissions to Congress, notices published in the federal register)

[REPEAT AS MANY TIMES AS NECESSARY]

2. Key Events for Upcoming 30-Days

- **[Name of Event]**
  - Date of Event
  - Short Description of Event
  - POC within Department or Agency

[REPEAT AS MANY TIMES AS NECESSARY]

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:33 +0000
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Subject:
Attachments: Cabinet 30 Look Ahead Report Template.docx

Dial-in: (b)(6)

arti

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AMERICAN OVERSIGHT

[Insert Date]

INFORMATION

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2. Key Events for Upcoming 30-Days

- **[Name of Event]**
  - Date of Event
  - Short Description of Event
  - POC within Department or Agency

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Subject:

Dial-in (b)(6)

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Cc: Kissel, Adam;Rinkus, Christopher
Subject:

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To: Venable, Joshua;Bailey, Nathan;Botel, Jason;Eitel, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Viana, Jose;Menashi, Steven;Richey, Kimberly;Johnson, Wayne;Walker, Kathryn;Oppenheim, Peter;Wooten, Michael;Payne, William;Carter, Denise;Newman, Jessica;Webster, Douglas;Collett, Johnny;Talbert, Kent;Jones, Diane;Woodworth, James;Muniz, Carlos;Schneider, Mark;Gray, Jason;Trachman, William;Zais, Mitchell;Abramczyk, Nicholas
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Cc: Kissel, Adam;Rinkus, Christopher
Subject: Canceled: Weekly Senior Staff Meeting
Importance: High

Dial-in (b)(6)

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Updated template:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:34 +0000
To: Menashi, Steven;Venable, Joshua;Bailey, Nathan;Botel, Jason;Eitel, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Viana, Jose;Menashi, Steven;Richey, Kimberly;Johnson, Wayne;Walker, Kathryn;Oppenheim, Peter;Wooten, Michael;Payne, William;Carter, Denise;Newman, Jessica;Webster, Douglas;Collett, Johnny;Talbert, Kent;Jones, Diane;Woodworth, James;Muniz, Carlos;Schneider, Mark;Gray, Jason;Trachman, William;Zais, Mitchell;Abramczyk, Nicholas;Marcus, Kenneth;Brogan, Frank;Blew, Jim;Stump, Scott
Cc: Kissel, Adam;Rinkus, Christopher
Subject:

Dial-in (b)(6)

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Updated template:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:23:34 +0000
To: Secretary's Conference Room (OS Managed);Venable, Joshua;Bailey, Nathan;Botel, Jason;Eitel, Robert;Ham, Holly;Jackson, Candice;Lee, Ebony;Manning, James;Simmons, Lee (Dougie);Hill, Elizabeth;Smith, Kathleen;Viana, Jose;Richey, Kimberly;Johnson, Wayne;Walker, Kathryn;Oppenheim, Peter;Wooten, Michael;Payne, William;Carter, Denise;Newman, Jessica;Webster, Douglas;Collett, Johnny;Talbert, Kent;Jones, Diane;Woodworth, James;Muniz, Carlos;Schneider, Mark;Gray, Jason;Trachman, William;Zais, Mitchell;Marcus, Kenneth;Brogan, Frank;Blew, Jim;Stump, Scott
Cc: Rinkus, Christopher
Subject:

Dial: (b)(6)
Code

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 17:28:29 +0000
To: Botel, Jason;Stump, Scott;Wooten, Michael;Brogan, Frank;Nordahl, Nicholas;Rosenfelt, Phil;Ramirez, Lisa;Oppenheim, Peter;McHam, Gerren;Zarish-Becknell, Kim;Pettey, Richard;Collett, Johnny;Jones, Diane;Cordes, Bill;Reynolds, Cody;lopezrj@de.pr.gov;Oppenheim, Peter;Reynolds, Cody;lopezrj@de.pr.gov
Cc: Brickman, Michael;Brickman, Michael
Subject: HOLD: PR Temporary Waiver Authority

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Cc: Brickman, Michael;Oficina de la Secretaria
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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 15:49:45 +0000
To: Botel, Jason;Hinton, Anna;Kole, Adina;Marcus, Kenneth;Todd, Jennifer;Rapport, Adele;patrick.johnson2@usdoj.gov
Cc: Reyes, Alejandro;Trachman, William
Subject: Letter to CPS w/holding funds

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 13:15:57 +0000
To: Botel, Jason;Brogan, Frank;Frank.edelblut@doe.nh.gov
Subject: NH Phone Call

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From: Botel, Jason
Sent: 9 Oct 2018 13:15:57 +0000
To: Botel, Jason;Brogan, Frank;Frank.edelblut@doe.nh.gov;Miceli, Roberta;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher
Subject: NH Phone Call

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Cc: Brickman, Michael;Oficina de la Secretaria;Brickman, Michael;Oficina de la Secretaria
Subject: PR Temporary Waiver Authority

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Cc: Brickman, Michael
Subject: PR Temporary Waiver Authority

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AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 4 Oct 2018 19:46:45 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Jaime, Ivonne;Kesner, Paul;Cordes, Bill;Sullivan, Madeline
Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez;Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Bi-Weekly PR Meeting
Attachments: Untitled, Untitled, Untitled

Bi-Weekly PR Meeting
Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
Location: 3W336
Time/Date: 9:00 – 9:30 am every other Friday

Conference Line: See the "Join by phone" instructions below.

Agenda: TBD (agenda items requested in advance by participants)

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Sent: 3 Dec 2018 20:35:23 +0000
To: Kesner, Paul;Jaime, Ivonne;Sullivan, Madeline;Dickerson, Lorena;Norris, Elizabeth;Rosenfelt, Phil;Cantrell, David (David.Cantrell@ed.gov);Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Botel, Jason;Ramirez, Lisa;Cordes, Bill
Cc: Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Ramirez, Lisa;Brogan, Frank;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez
Subject:

Agenda:

1. RESTART
2. PRDE Questions on Title I admin and Class-Size Reduction
3. Check-in on status of earlier questions

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Agenda:

1. Technical Assistance Plan update (upcoming visits and CTE TA)
2. RESTART – follow up on questions from previous meeting
    a. Teacher stipends to voluntarily repaint damaged classrooms
    b. Decomiso (removal of damaged materials)
3. Comparability
4. Charter School Updates

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Subject:

Agenda 10/5

1. PRDE Request Follow-ups
    a. Decomiso
    b. School Classification
    c. Extension Requests (N&D, Title III)
2. Procurement
3. Master Recovery Plan/Technical Assistance Plan
4. Additional Items (if needed)

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Cc: Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Ramirez, Lisa;Brogan, Frank;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez
Subject:

Agenda:

1. RESTART
2. PRDE Questions on Title I admin and Class-Size Reduction
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Agenda 10/5

1. PRDE Request Follow-ups
    a. Decomiso
    b. School Classification
    c. Extension Requests (N&D, Title III)
2. Procurement
3. Master Recovery Plan/Technical Assistance Plan
4. Additional Items (if needed)

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To: Kesner, Paul;Jaime, Ivonne;Sullivan, Madeline;Dickerson, Lorena;Norris, Elizabeth;Rosenfelt, Phil;Cantrell, David (David.Cantrell@ed.gov);Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Sullivan, Madeline;Jaime, Ivonne;Kesner, Paul;Botel, Jason;Ramirez, Lisa;Cordes, Bill
Cc: Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Ramirez, Lisa;Brogan, Frank;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez
Subject:

Agenda:

1. RESTART
2. PRDE Questions on Title I admin and Class-Size Reduction
3. Check-in on status of earlier questions

Bi-Weekly PR Meeting
Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
Location: 3W336
Time/Date: 9:00 – 9:30 am every other Friday

Conference Line: See the "Join by phone" instructions below.

Agenda: TBD (agenda items requested in advance by participants)

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Join Skype Meeting

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Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez;Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject:

Agenda 10/5

1. PRDE Request Follow-ups
    a. Decomiso
    b. School Classification
    c. Extension Requests (N&D, Title III)
2. Procurement
3. Master Recovery Plan/Technical Assistance Plan
4. Additional Items (if needed)

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AMERICAN OVERSIGHT

From: Nordahl, Nicholas
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To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Jaime, Ivonne;Kesner, Paul;Cordes, Bill;Sullivan, Madeline
Cc: Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Kari Linn Hernandez;Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: Bi-Weekly PR Meeting
Attachments: Untitled, Untitled, Untitled

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Sent: 3 Oct 2018 20:29:48 +0000
To: McFadden, Elizabeth;Rinkus, Christopher;Hammer, Victoria;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Norris, Elizabeth;Clark, Jane;Harwarth, Irene;Butler, James;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Lee, Ebony;Rosenfelt, Phil;Koeppel, Dennis;McHam, Gerren;Blew, Jim;Muniz, Carlos;Malawer, Hilary
Cc: Oppenheim, Peter;Carr, Patrick;WDCFB6-3C100
Subject: Briefing with EOP on SNS and Report Card Guidance

This is to brief EOP staff on the SNS and report card guidance that they are currently reviewing.

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From: Botel, Jason
Sent: 5 Oct 2018 17:15:36 +0000
To: Botel, Jason;Elisa Villanueva-Beard (Elisa.VillanuevaBeard@teachforamerica.org);Shaterra.Lee@teachforamerica.org
Subject: Call: Elisa & Jason

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Subject: Call: Elisa & Jason

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:11:24 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa
Subject: Call: Frank Brogan & Eric Mackey (AL)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:11:24 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa
Subject: Call: Frank Brogan & Eric Mackey (AL)

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 5 Oct 2018 18:31:48 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Jacquelyn Zimmermann (jackye4@verizon.net);Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Subject: Cancelled: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY) @ Friday, 12 October 2018
Attachments: invite.ics

OCT
12

"Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)" has been cancelled

When
Friday, 12 October 2018
02:00 PM to 03:00 PM
(GMT) Greenwich Mean Time - Dublin / Edinburgh / Lisbon / London

Where
7C100

Message
Dear Colleague, Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland. As noted in the attached document: ?Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.? Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. However, please note that an RSVP (via Outlook) is necessary. Members of the delegation ? Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio) ? Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland ? Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC ? Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC Additional background information Baroness May Blood bio Integrated Education Fund Background Integrated Education Fund Strategic Plan Maureen

AMERICAN OVERSIGHT

This event invitation was sent from Yahoo Calendar

AMERICAN OVERSIGHT

From: Reynolds, Cody
Sent: 11 Oct 2018 18:11:00 +0000
To: Reynolds, Cody;Venable, Joshua;Stump, Scott;Wooten, Michael;Brogan, Frank;Ramirez, Lisa;Talbert, Kent;Miller, Meredith;Viana, Aimee;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Bailey, Nathan;Viana, Jose;Dowling, Maureen;Marcus, Kenneth;Hill, Elizabeth;Merriweather, Denisha;Honeysett, Adam;Collett, Johnny;Mutz, J. Fletcher;Morrow, Jean;Mabrey, Jack;Huizinga, Madeleine;Botel, Jason;Lee, Ebony;Chamberlain, Michael
Cc: Walker, Kathryn;Nations, Kayla;Pettey, Richard;Hilsey, Shaina;Henderson, Chelsea;McCloskey, Amber;Morrisey, Jenay;Binder, Isadora;Allen, Pamela;Oppenheim, Peter;Steel, Jake;Slack, Emily
Subject: Coffee Reception with the National Distinguished Principals

Hello, ED Leadership,

On Friday, October 12th, 2018, the Department will be hosting the National Association of Elementary School Principals' (NAESP) 2018 National Distinguished Principals (NDPs) at LBJ from 1:00 – 3:00 p.m. The National Distinguished Principals program honors outstanding elementary and middle school principals from across the nation, in both public and private schools, and overseas, for their exemplary achievements. It is very similar to CCSSO's State Teacher of the Year program. We anticipate about 80 external attendees (62 NDPs with the rest being NAESP's board of directors).

I would like to cordially invite you to join us for a coffee reception with the NDPs from 2:00 – 3:00 p.m. This will be an excellent opportunity to connect with leaders from the elementary and middle school field. As this is an hour long event, I invite you to come for whatever amount of time you may be able. The reception will be informal and will be set up in a meet & greet style.

The run of show for the event is as follows:

2-2:50 PM Coffee Reception (Barnard Auditorium)
2:50-3 PM Depart

I will attach a list of all external participants as soon as NAESP shares that information. Please let me know if you will be able to participate in this event. Feel free to reach out if you have any questions or concerns 202-256-6827.

AMERICAN OVERSIGHT

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Sent: 11 Oct 2018 18:11:00 +0000
To: Reynolds, Cody;Botel, Jason;Venable, Joshua;Lee, Ebony;Stump, Scott;Wooten, Michael;Brogan, Frank;Ramirez, Lisa;Talbert, Kent;Miller, Meredith;Viana, Aimee;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Bailey, Nathan;Viana, Jose;Dowling, Maureen;Marcus, Kenneth;Hill, Elizabeth;Merriweather, Denisha;Chamberlain, Michael;Honeysett, Adam;Collett, Johnny;Mutz, J. Fletcher;Morrow, Jean;Mabrey, Jack;Huizinga, Madeleine
Cc: Walker, Kathryn;Nations, Kayla;Pettey, Richard;Hilsey, Shaina;Henderson, Chelsea;McCloskey, Amber;Morrisey, Jenay;Binder, Isadora;Allen, Pamela;Oppenheim, Peter
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Hello, ED Leadership,

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McCalla	Craig	Cornerstone Elementary School	Dexter Community	Dexter	Michigan
McLean	Helen	St. Andrew School	Archdiocese of Philadelphia	Drexel Hill	Pennsylvania
McNary	Sharon	NAESP Director, Zone 4		Memphis	Tennessee
Messick	Timothy	American School of the Hague		Wassenaar	State Dept. (Nether.)
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Nelson	Kasandra	NAESP Director, Zone 8		Vici	Oklahoma
Niaccarato-Keele	Gina	Linwood Elementary School	Spokane	Spokane	Washington
Noid	Christopher	Howard Elementary School	Howard	Howard	South Dakota
Oldenettel	Dawn	St. John's Lutheran School		West Bend	Wisconsin
Parker	Jennifer	Purple Heart Elementary School	Socorro Independent	El Paso	Texas
Perry	Cleo	Crestwood Elementary School	East Baton Rouge Parish	Baton Rouge	Louisiana
Poore	Jennifer	Charlestown School	Chariho Regional	Charlestown	Rhode Island
Pope	Aaron	Belmont Middle School	Shaker Regional	Belmont	New Hampshire
Raasch	Kathryn	Wayne Township Preschool	MSD Wayne Township	Indianapolis	Indiana
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Rodriguez	Perla	Echo Shaw Elementary School	Forest Grove	Cornelius	Oregon
Rogo	Arlene	NAESP Director, Zone 2		Neptune	New Jersey
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Trejo	Gloria	Pioneer Elementary School	West Chicago	West Chicago	Illinois
Walter	Scott	Riverside Elementary School	Menomonee Falls	Menomonee Falls	Wisconsin
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Wasem	Jeffrey	Creekside Middle School	Bentonville	Bentonville	Arkansas
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Wyatt	Darryl	Gwendolyn Wooley Elementary School	Clark County	Las Vegas	Nevada

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Mannino	Ernie	NAESP Deputy Executive Director		Alexandria	Virginia
Martin	Craig	Michael J. Perkins School	Boston	Boston	Massachusetts
Martin	Nathaniel	Enterprise Early Education Center	Enterprise City	Enterprise	Alabama
Mashburn	Julia	Riverview Elementary School	Dawson County	Dawsonville	Georgia
McCalla	Craig	Cornerstone Elementary School	Dexter Community	Dexter	Michigan
McLean	Helen	St. Andrew School	Archdiocese of Philadelphia	Drexel Hill	Pennsylvania
McNary	Sharon	NAESP Director, Zone 4		Memphis	Tennessee
Messick	Timothy	American School of the Hague		Wassenaar	State Dept. (Nether.)
Miller-Smith	Penelope	Kaiserslautern Elementary School	DoDEA Europe (East)	Kaiserslautern	DoDEA (Germany)
Moore	Dawn	Leroy H. Smith School	RSU #22	Winterport	Maine
Nelson	Kasandra	NAESP Director, Zone 8		Vici	Oklahoma
Niaccarato-Keele	Gina	Linwood Elementary School	Spokane	Spokane	Washington
Noid	Christopher	Howard Elementary School	Howard	Howard	South Dakota
Oldenettel	Dawn	St. John's Lutheran School		West Bend	Wisconsin
Parker	Jennifer	Purple Heart Elementary School	Socorro Independent	El Paso	Texas
Perry	Cleo	Crestwood Elementary School	East Baton Rouge Parish	Baton Rouge	Louisiana
Poore	Jennifer	Charlestown School	Chariho Regional	Charlestown	Rhode Island
Pope	Aaron	Belmont Middle School	Shaker Regional	Belmont	New Hampshire
Raasch	Kathryn	Wayne Township Preschool	MSD Wayne Township	Indianapolis	Indiana
Reed	Victoria	NAESP Director, Zone 1		Wallingford	Connecticut
Rodriguez	Perla	Echo Shaw Elementary School	Forest Grove	Cornelius	Oregon
Rogo	Arlene	NAESP Director, Zone 2		Neptune	New Jersey
Salazar	Lucy	Alvardo Elementary School	Long Beach Unified	Signal Hill	California
Schumucker	Adam	Trumbauersville Elementary School	Quakertown Community	Quakertown	Pennsylvania
Slater	Curtis	Wyoming Elementary School	Forest Lake	Wyoming	Minnesota
Smithies	John	American School of Bombay		Mumbai	State Dept. (India)
Tadduni	Charles	Rondout Valley Junior High School	Rondout Valley Central	Accord	New York
Taylor	Janalyn	Nance Elementary School	Clinton	Clinton	Oklahoma
Thomasian	Michael	St. Anthony Catholic School	Archdiocese of Washington	Washington	District of Columbia
Tinsley	Sandy	South Forsyth Middle School	Forsyth County	Cumming	Georgia
Townsend-Johnson	Linda	Sunset View Elementary School	Albuquerque	Albuquerque	New Mexico
Trejo	Gloria	Pioneer Elementary School	West Chicago	West Chicago	Illinois
Walter	Scott	Riverside Elementary School	Menomonee Falls	Menomonee Falls	Wisconsin
Warner	Renee	Buckhannon-Upshur Middle School	Upshur County	Buckhannon	West Virginia
Wasem	Jeffrey	Creekside Middle School	Bentonville	Bentonville	Arkansas
Wenger	Paul	NAESP Director, Zone 6		West Des Moines	Iowa
White	Michelle	D. F. Walker Elementray School	Edenton-Chowan	Edenton	North Carolina
Wick	David	NAESP President-elect		Columbia Falls	Montana
Wood	Roy Michael	Glenn Livingston Elementary School	Park County	Cody	Wyoming

AMERICAN OVERSIGHT

Worthey	Stephanie	Greenbrier Springhill Elementary School	Greenbrier	Greenbrier	Arkansas
Wyatt	Darryl	Gwendolyn Wooley Elementary School	Clark County	Las Vegas	Nevada

AMERICAN OVERSIGHT

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Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 123

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AMERICAN OVERSIGHT

From: Miceli, Roberta
Sent: 11 Oct 2018 12:43:03 +0000
To: Miceli, Roberta;Botel, Jason;Rooney, Patrick
Subject: Coffee

Hi Jason,

Are you ok if we switch this to coffee? Patrick and I need to attend a pre-meeting for the EOP/OMB meeting on the guidance.

Hi Jason,

Patrick and I would like to see if you are available for us to take you to lunch before you leave the Department. We would like to thank you and show our appreciation for your willingness to dig into the weedy ESSA policy issues and support OSS with the many and varied questions from States.

If this date and time doesn't work, please let us know what does.

Looking forward to the opportunity to thank you and celebrate your new opportunity!

Roberta and Patrick

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 4 Oct 2018 13:01:07 +0000
To: Lee, Ebony;Venable, Joshua;St.Pierre, Tracey;Cordes, Bill;Simpson, Daniel;Kean, Larry;Conaty, Joe;Blew, Jim;Muniz, Carlos;Viana, Jose;Collett, Johnny;Jones, Diane;Brogan, Frank;Botel, Jason;Stump, Scott;Schneider, Mark;Byrd-Johnson, Linda;Brickman, Michael;Ramakis, Jessica;Goetz, Braden;McHugh, Erin;Rosenfelt, Phil;ONeill, Alexis;Guenther, Margaret;Betka, Sue;Ramirez, Lisa;Galiatsos, Ann Margaret;Ryder, Ruth;Petracca, Ronald;Talbert, Kent
Cc: Anand, Supreet;Stader, Jim;Anderson, Margo
Subject: Confirmed: End of Yr Slates

Please do not forward.

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 5 Oct 2018 17:01:10 +0000
To: Ramirez, Lisa;Washington, Mark;Coley, Jerine;Botel, Jason;Lyles, Sylvia;Rooney, Patrick;Butler, James;Hall, Marilyn;Miceli, Roberta;Smith, Danielle;Dickard, Norris;Kesner, Paul;Ramsey, Tara;Proctor, Tammy;Rinkus, Christopher;Peasley, Donald;Gillette, Lisa;Schmidt, Ashlee;Canty, Waquesha;Scott, Janet;Carr, Peggy;Siry, Melissa;Hunter, Tina;Muhammad, Faatimah;Curet-Rivera, Luz;McMillian-Roberts, Kathleen;Walls, Kristen;Taliaferro, Jason;Norris, Elizabeth
Subject: Core Leadership Team (CLT)

*Occurs the second Tuesday of every month from 1:30pm – 2:30pm

Please see call-in information:
Number (b)(6)
Participa
Leader:

CORE Leadership Team Plus includes:
- Assistant Secretary
- Deputy Assistant Secretaries
- Program Directors
- Special Assistants
- Program Group Leaders
- Executive Officer

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AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 21:00:18 +0000
To: Venable, Joshua;Botel, Jason
Subject: Depart LBJ en route The Capital Grille

Jason will meet at Josh's office at 1:45 then ride together.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 21:00:18 +0000
To: Venable, Joshua;Botel, Jason
Subject: Depart LBJ en route The Capital Grille

Josh will go to Jason's office at 1:45 to ride together.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 21:00:58 +0000
To: Venable, Joshua;Botel, Jason
Subject: Depart The Capital Grille en route LBJ

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 10 Oct 2018 18:39:44 +0000
To: Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: ED Restructuring Meeting

UPDATED OCTOBER 10, 2018, 2:35 PM: This meeting is cancelled. We will do another time as there is still work being done.

Kent

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:35:31 +0000
To: Talbert, Kent;Eitel, Robert;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret
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To: Secretary's Conference Room (OS Managed);Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret;Talbert, Kent;Secretary's Conference Room (OS Managed);Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret
Cc: Kim, Ann;Kim, Ann
Subject:

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 10 Oct 2018 18:39:44 +0000
To: Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: ED Restructuring Meeting
Attachments: Untitled

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Importance: High

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To: Talbert, Kent;Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Washington, Mark;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Secretary's Conference Room (OS Managed);Galiatsos, Ann Margaret
Cc: Kim, Ann
Subject: ED Restructuring Meeting
Attachments: Untitled

UPDATED OCTOBER 10, 2018, 2:35 PM: This meeting is cancelled. We will do another time as there is still work being done.

Kent

Please try to attend the meeting physically. If you cannot make it, please dial-in.

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:35:34 +0000
To: Secretary's Conference Room (OS Managed);Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;McCloskey, Amber;Muniz, Carlos;McHugh, Erin;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret;Talbert, Kent;Secretary's Conference Room (OS Managed);Carter, Denise;Harper, Geoffrey;Clemmens, Jim;Ramirez, Lisa;Muniz, Carlos;McHugh, Erin;Botel, Jason;Stader, Jim;Oppenheim, Peter;Conaty, Joe;Rinkus, Christopher;Anderson, Margo;Honeysett, Adam;Petersen, Molly;Cuffee-Graves, Cassandra;Bailey, Nathan;Webster, Douglas;Miller, Meredith;McFadden, Elizabeth;Sasser, Tracey;Eitel, Robert;Gray, Jason;Brogan, Frank;Ramakis, Jessica;Green, Bianca;Blew, Jim;Miller, Daniel J;Stratman, Karen;Coley, Jerine;Styles, Kathleen;Galiatsos, Ann Margaret;Washington, Mark
Cc: Kim, Ann;Kim, Ann
Subject:

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AMERICAN OVERSIGHT

From: Ramakis, Jessica
Sent: 3 Oct 2018 16:58:38 +0000
To: Ramakis, Jessica;Cahalan, Teresa;Rimdzius, Tracy;Wei, Thomas;Soldner, Matthew;Surprenant, Kala;Eisner, Elizabeth;Jacobson, Jonathan;Hunter, Tina;Botel, Jason;Ramirez, Lisa;Washington, Mark;Hammer, Victoria;Greene, Matthew;Cordes, Bill;Fortelny, Gregory;ONeill, Alexis
Subject: GAO Questions for IES, OPEPD, and OESE re: K-12 Program Performance Assessment Strategies (102597)

I am inviting you to this meeting with GAO to discuss your office's responses to GAO's Questions on Education's Challenges to Assessing Performance of K-12 Programs (18-007202/102597), which were sent to IES, OPEPD and OESE.

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Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

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Forgot your dial-in PIN? |Help

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 15:10:31 +0000
To: Botel, Jason;Talbert, Kent;Eitel, Robert;Bailey, Nathan;Oppenheim, Peter
Subject: HOLD: DELIBERATIVE: McMahan - WH control 18-008057
Attachments: McMahan(1).pdf, WB Instructions - TRUMP(1).doc, OS Interim WH Overdue(1).rtf, control sheet 18-008057(1).rtf

AMERICAN OVERSIGHT

From: **Mr. Charles Allen McMahan**

Submitted: 5/21/2018 3:20 PM EST

Email: cmcmahan@porter.k12.ok.us

Phone: 918-869-2190

Address: 125 N. Main, Porter, Oklahoma 74454 (Valid)

Subject:

Message: Hello President Trump, my name is Charles McMahan and I am the Superintendent of a small rural school in Oklahoma grades pre-K thru 12th. We have implemented an armed staff policy at my school and was wandering if there is any money or grants that could help with our training. We have a very strict policy with qualification standards set above the Oklahoma CLEET standards. To date I have attended the Ohio FASTER program at TDI and will be going back this summer for level II. I have also been able to attend two ALERRT (Advanced Law Enforcement Rapid Response Trainings)held at my former school. Oklahoma Education budget is very thin so all of the training comes out of our own pocket. I am all for protecting our students and attending as much training as I can but it would be great if there was some money for schools that arm and train their staff. Last year I personally spent over $4000 out of my pocket for training ammo alone and then their is the training expenses and a weapon. Anything would help at this point. Thank you for your time and PLEASE keep up the great work of Making America Great Again!

AMERICAN OVERSIGHT

WHITE HOUSE ACKNOWLEDGMENT

Opening paragraph on letters referred from the White House

When responding to letters referred over from the White House, they have asked that in the opening paragraph we refer to the President as **President Donald J. Trump** or the Vice President as **Vice President Mike Pence.** So the opening paragraph on those letters might read as follows:

For letters addressed to the President or Vice President:

Thank you for your letter to **President Donald J. Trump** or **Vice President Mike Pence,** regarding accountability in education. We appreciate hearing your views on this issue. The White House has referred your letter to the Department of Education for review, and I am pleased to respond.

AMERICAN OVERSIGHT

July 10, 2018

Mr. Charles McMahan
125 North Main
Porter, OK 74454

WH-20180521-16246083

Dear Mr. McMahan:

Thank you for your correspondence to President Donald J. Trump. The White House has referred it to the U.S. Department of Education for review and further handling.

If you have any questions regarding your response, please contact us at (202) 401-2981.

Sincerely,

Edgar Mayes
Director of Correspondence

AMERICAN OVERSIGHT

Office of the Secretary
U.S. Department of Education
Control Document

Control #: 18-008057
Document Type: White House Bulk Mail

Due Date: 6/15/2018
Signature: Appropriate individual's signature
Event Date:

Writer:
Charles McMahan

125 North Main
Porter OK 74454

Subject: REGARDS TO FUNDS BEING AVAILABLE TO HELP WITH TRAINING OF AN ARMED STAFF POLICY IN OKLAHOMA SMALL RURAL SCHOOL

Notes: Connect copy of response in CCM and notify Darlene Fowler via e-mail with writer's name and control number when completed (ELECTRONIC TRANSMISSION)

Assigned To	Action	Assigned Date	Due Date	Completed Date	Routing Notes
BS	**Recontrol**	**5/29/2018**	**6/12/2018**	**6/1/2018**	
BS-DESVA	**Appropriate Handling**	**5/31/2018**	**6/12/2018**	**6/1/2018**	
OESE	**Appropriate Handling**	**6/1/2018**	**6/15/2018**	**6/8/2018**	
OESE-OSHS	**Appropriate Handling**	**6/8/2018**	**6/15/2018**	**6/11/2018**	
OESE-CURET	**Appropriate Handling**	**6/11/2018**	**6/15/2018**		**with J. Botel for handling**

Related Control Numbers: WH-20180521-16246083

AMERICAN OVERSIGHT
ED-17-0431-F-003130

OBO:

PLEASE NOTE: A principal office has only five working days to return a misassigned control should it feel that a letter should be handled by another principal office. After five days, you are responsible for answering the letter and will need to coordinate with the appropriate office to draft the reply.

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Subject: HOLD: DELIBERATIVE: McMahan - WH control 18-008057
Attachments: McMahan(1).pdf, WB Instructions - TRUMP(1).doc, OS Interim WH Overdue(1).rtf, control sheet 18-008057(1).rtf

AMERICAN OVERSIGHT

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Submitted: 5/21/2018 3:20 PM EST

Email: cmcmahan@porter.k12.ok.us

Phone: 918-869-2190

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AMERICAN OVERSIGHT

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OESE-CURET	**Appropriate Handling**	**6/11/2018**	**6/15/2018**		**with J. Botel for handling**

Related Control Numbers: WH-20180521-16246083

AMERICAN OVERSIGHT
ED-17-0431-F-003136

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Subject: HOLD: DELIBERATIVE: McMahan - WH control 18-008057
Attachments: McMahan(1).pdf, WB Instructions - TRUMP(1).doc, OS Interim WH Overdue(1).rtf, control sheet 18-008057(1).rtf

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OESE-CURET	**Appropriate Handling**	**6/11/2018**	**6/15/2018**		**with J. Botel for handling**

Related Control Numbers: WH-20180521-16246083

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ED-17-0431-F-003142

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AMERICAN OVERSIGHT

Submitted via www.whitehouse.gov/contact
Confirmation #[illegible]
[illegible]

From: **Mr. Charles Allen McMahan**

Submitted: 5/21/2018 3:20 PM EST

Email: cmcmahan@porter.k12.ok.us

Phone: 918-869-2190

Address: 125 N. Main, Porter, Oklahoma 74454 (Valid)

Subject:

Message: Hello President Trump, my name is Charles McMahan and I am the Superintendent of a small rural school in Oklahoma grades pre-K thru 12th. We have implemented an armed staff policy at my school and was wandering if there is any money or grants that could help with our training. We have a very strict policy with qualification standards set above the Oklahoma CLEET standards. To date I have attended the Ohio FASTER program at TDI and will be going back this summer for level II. I have also been able to attend two ALERRT (Advanced Law Enforcement Rapid Response Trainings)held at my former school. Oklahoma Education budget is very thin so all of the training comes out of our own pocket. I am all for protecting our students and attending as much training as I can but it would be great if there was some money for schools that arm and train their staff. Last year I personally spent over $4000 out of my pocket for training ammo alone and then their is the training expenses and a weapon. Anything would help at this point. Thank you for your time and PLEASE keep up the great work of Making America Great Again!

AMERICAN OVERSIGHT

WHITE HOUSE ACKNOWLEDGMENT

Opening paragraph on letters referred from the White House

When responding to letters referred over from the White House, they have asked that in the opening paragraph we refer to the President as **President Donald J. Trump** or the Vice President as **Vice President Mike Pence.** So the opening paragraph on those letters might read as follows:

For letters addressed to the President or Vice President:

Thank you for your letter to **President Donald J. Trump** or **Vice President Mike Pence,** regarding accountability in education. We appreciate hearing your views on this issue. The White House has referred your letter to the Department of Education for review, and I am pleased to respond.

AMERICAN OVERSIGHT

July 10, 2018

Mr. Charles McMahan
125 North Main
Porter, OK 74454

WH-20180521-16246083

Dear Mr. McMahan:

Thank you for your correspondence to President Donald J. Trump. The White House has referred it to the U.S. Department of Education for review and further handling.

If you have any questions regarding your response, please contact us at (202) 401-2981.

Sincerely,

Edgar Mayes
Director of Correspondence

AMERICAN OVERSIGHT

Office of the Secretary
U.S. Department of Education
Control Document

Control #: 18-008057
Document Type: White House Bulk Mail

Due Date: 6/15/2018
Signature: Appropriate individual's signature
Event Date:

Writer:
Charles McMahan

125 North Main
Porter OK 74454

Subject: REGARDS TO FUNDS BEING AVAILABLE TO HELP WITH TRAINING OF AN ARMED STAFF POLICY IN OKLAHOMA SMALL RURAL SCHOOL

Notes: Connect copy of response in CCM and notify Darlene Fowler via e-mail with writer's name and control number when completed (ELECTRONIC TRANSMISSION)

Assigned To	Action	Assigned Date	Due Date	Completed Date	Routing Notes
BS	**Recontrol**	**5/29/2018**	**6/12/2018**	**6/1/2018**	
BS-DESVA	**Appropriate Handling**	**5/31/2018**	**6/12/2018**	**6/1/2018**	
OESE	**Appropriate Handling**	**6/1/2018**	**6/15/2018**	**6/8/2018**	
OESE-OSHS	**Appropriate Handling**	**6/8/2018**	**6/15/2018**	**6/11/2018**	
OESE-CURET	**Appropriate Handling**	**6/11/2018**	**6/15/2018**		**with J. Botel for handling**

Related Control Numbers: WH-20180521-16246083

AMERICAN OVERSIGHT
ED-17-0431-F-003148

OBO:

PLEASE NOTE: A principal office has only five working days to return a misassigned control should it feel that a letter should be handled by another principal office. After five days, you are responsible for answering the letter and will need to coordinate with the appropriate office to draft the reply.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 15:10:31 +0000
To: Botel, Jason;Talbert, Kent;Eitel, Robert;Bailey, Nathan;Oppenheim, Peter
Subject: HOLD: DELIBERATIVE: McMahan - WH control 18-008057
Attachments: McMahan(1).pdf, WB Instructions - TRUMP(1).doc, OS Interim WH Overdue(1).rtf, control sheet 18-008057(1).rtf

AMERICAN OVERSIGHT

Submitted via www.whitehouse.gov/contact
Case number: 3018083 | 05/21/2018
Review

From: **Mr. Charles Allen McMahan**

Submitted: 5/21/2018 3:20 PM EST

Email: cmcmahan@porter.k12.ok.us

Phone: 918-869-2190

Address: 125 N. Main, Porter, Oklahoma 74454 (Valid)

Subject:

Message: Hello President Trump, my name is Charles McMahan and I am the Superintendent of a small rural school in Oklahoma grades pre-K thru 12th. We have implemented an armed staff policy at my school and was wandering if there is any money or grants that could help with our training. We have a very strict policy with qualification standards set above the Oklahoma CLEET standards. To date I have attended the Ohio FASTER program at TDI and will be going back this summer for level II. I have also been able to attend two ALERRT (Advanced Law Enforcement Rapid Response Trainings)held at my former school. Oklahoma Education budget is very thin so all of the training comes out of our own pocket. I am all for protecting our students and attending as much training as I can but it would be great if there was some money for schools that arm and train their staff. Last year I personally spent over $4000 out of my pocket for training ammo alone and then their is the training expenses and a weapon. Anything would help at this point. Thank you for your time and PLEASE keep up the great work of Making America Great Again!

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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Due Date: 6/15/2018
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OESE-CURET	**Appropriate Handling**	**6/11/2018**	**6/15/2018**		**with J. Botel for handling**

Related Control Numbers: WH-20180521-16246083

AMERICAN OVERSIGHT
ED-17-0431-F-003154

OBO:

PLEASE NOTE: A principal office has only five working days to return a misassigned control should it feel that a letter should be handled by another principal office. After five days, you are responsible for answering the letter and will need to coordinate with the appropriate office to draft the reply.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 4 Oct 2018 13:01:07 +0000
To: Lee, Ebony;Venable, Joshua;Jones, Diane;Botel, Jason;Brickman, Michael;Rosenfelt, Phil;St.Pierre, Tracey;Cordes, Bill;Simpson, Daniel;Kean, Larry;Conaty, Joe;Blew, Jim;Muniz, Carlos;Viana, Jose;Woodley, Danita;Collett, Johnny;Brogan, Frank;Stump, Scott;Schneider, Mark;Byrd-Johnson, Linda;Ramakis, Jessica;Goetz, Braden;McHugh, Erin
Cc: Ramirez, Lisa;Galiatsos, Ann Margaret
Subject: HOLD: End of Yr Slates

Please do not forward.

AMERICAN OVERSIGHT

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Cc: Anand, Supreet
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To: Lee, Ebony;Blew, Jim;Viana, Jose;Collett, Johnny;Jones, Diane;Brogan, Frank;Botel, Jason;Stump, Scott;Schneider, Mark;Venable, Joshua (Joshua.Venable@ed.gov);St.Pierre, Tracey;Cordes, Bill;Simpson, Daniel;Kean, Larry;Conaty, Joe;Muniz, Carlos;Woodley, Danita
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Subject: HOLD: End of Yr Slates

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 15:49:45 +0000
To: Botel, Jason;Hinton, Anna;Kole, Adina;Botel, Jason;Marcus, Kenneth;Todd, Jennifer
Subject: HOLD: Letter to CPS w/holding funds

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) er) English (United States)

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AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 4 Oct 2018 13:56:40 +0000
To: Talbert, Kent;Lee, Ebony;Botel, Jason
Subject: HOLD: National Activities under Title IV

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 4 Oct 2018 13:56:40 +0000
To: Talbert, Kent;Lee, Ebony;Botel, Jason
Subject: HOLD: National Activities under Title IV

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 13:15:57 +0000
To: Botel, Jason
Subject: HOLD: NH Phone Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 17:28:29 +0000
To: Botel, Jason;Stump, Scott;Wooten, Michael;Brogan, Frank;Nordahl, Nicholas;Rosenfelt, Phil;Ramirez, Lisa;Oppenheim, Peter;McHam, Gerren;Zarish-Becknell, Kim;Pettey, Richard;Collett, Johnny;Jones, Diane;Cordes, Bill;Reynolds, Cody
Subject: HOLD: PR Temporary Waiver Authority

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Cc: Brickman, Michael (Michael.Brickman@ed.gov)
Subject: HOLD: PR Temporary Waiver Authority

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From: Botel, Jason
Sent: 4 Oct 2018 19:30:02 +0000
To: Botel, Jason;Stump, Scott;Wooten, Michael;Brogan, Frank;Nordahl, Nicholas;Rosenfelt, Phil;Ramirez, Lisa;Oppenheim, Peter;McHam, Gerren;Oppenheim, Peter;Oppenheim, Peter
Subject: HOLD: PR- Temporary waiver authority

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Cc: Zarish-Becknell, Kim
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Subject: HOLD: PR- Temporary waiver authority

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From: Botel, Jason
Sent: 9 Oct 2018 14:03:22 +0000
To: Botel, Jason;Hinton, Anna;Kole, Adina;Marcus, Kenneth;Todd, Jennifer;Reyes, Alejandro;Trachman, William;Rapport, Adele
Bcc: WDCFB6-3W336
Subject: Letter to CPS

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From: Venable, Joshua
Sent: 10 Oct 2018 19:05:46 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 20:50:52 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 18:29:23 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 18:29:23 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

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AMERICAN OVERSIGHT

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Sent: 10 Oct 2018 19:05:46 +0000
To: Venable, Joshua;Botel, Jason
Subject: Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

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From: Botel, Jason
Sent: 11 Oct 2018 16:32:32 +0000
To: Botel, Jason;Carter, Denise;Washington, Mark
Subject: Meet:

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From: Brogan, Frank
Sent: 4 Oct 2018 13:09:10 +0000
To: Brogan, Frank;Ventimiglia, Eric;Botel, Jason
Subject: Meet: Eric, Frank, & Jason

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From: Brogan, Frank
Sent: 4 Oct 2018 13:09:10 +0000
To: Brogan, Frank;Ventimiglia, Eric;Botel, Jason
Subject: Meet: Eric, Frank, & Jason

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From: Brogan, Frank
Sent: 4 Oct 2018 13:09:10 +0000
To: Brogan, Frank;Ventimiglia, Eric;Botel, Jason
Subject: Meet: Eric, Frank, & Jason

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 4 Oct 2018 13:09:10 +0000
To: Brogan, Frank;Ventimiglia, Eric;Botel, Jason
Subject: Meet: Eric, Frank, & Jason

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From: Brogan, Frank
Sent: 9 Oct 2018 21:07:14 +0000
To: Brogan, Frank;Blew, Jim;Botel, Jason;laurakaloi@mckeongrp.com
Subject: Meet: Lauren Rhim, Jim Blew, Jason Botel, Frank Brogan

Executive Director for the National Center for Special Education in Charter Schools.

- Discuss shared priorities in the expansion of charter schools
-
-

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob;Morrow, Jean;Lee-Genzel, Kira
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Integration Works for Everybody

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info@ief.org.uk
www.ief.org.uk

ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

AMERICAN OVERSIGHT

ED-17-0431-F-003217

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ED-17-0431-F-003218

Our Vision

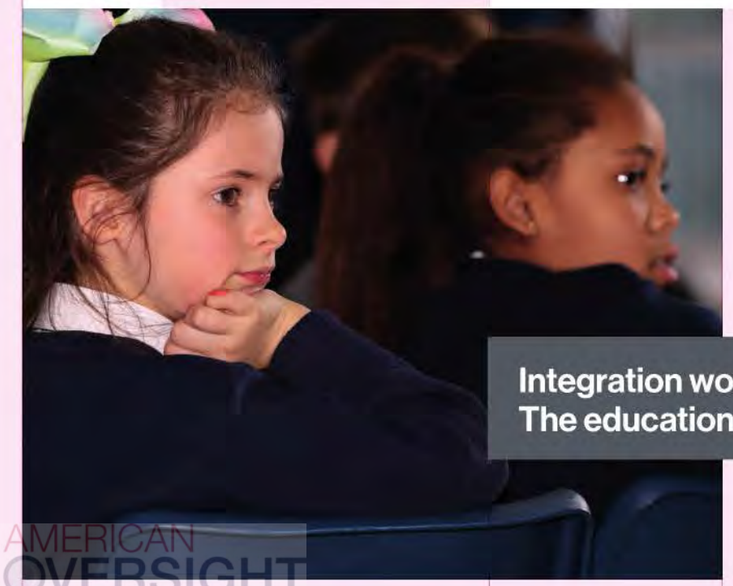
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003219

Where We Are Now:
Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

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Where We Want To Be:
Integrated and Effective

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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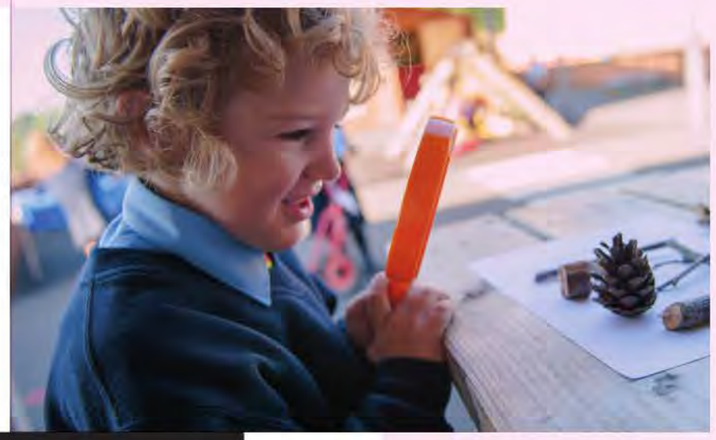
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003225

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
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Glossary

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Integration Works for Everybody

Strategic Vision 2018–2021

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From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

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Additional background information

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

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Today there are over 23,000 children in integrated schools.

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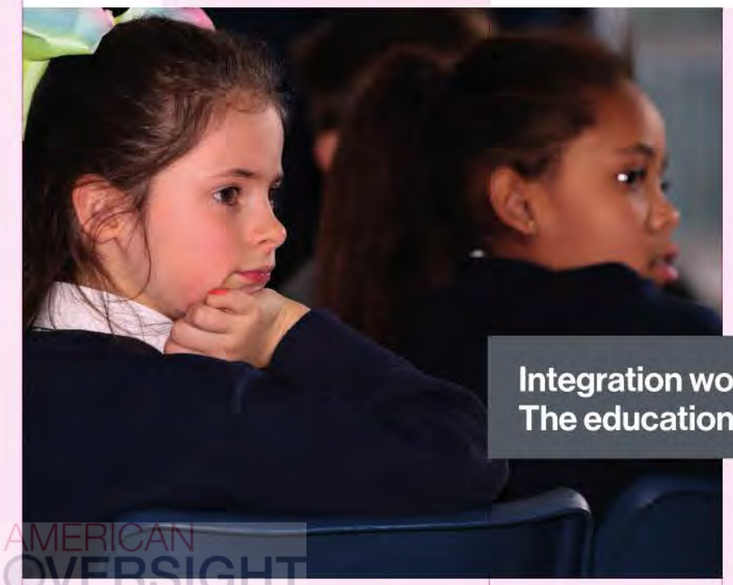
The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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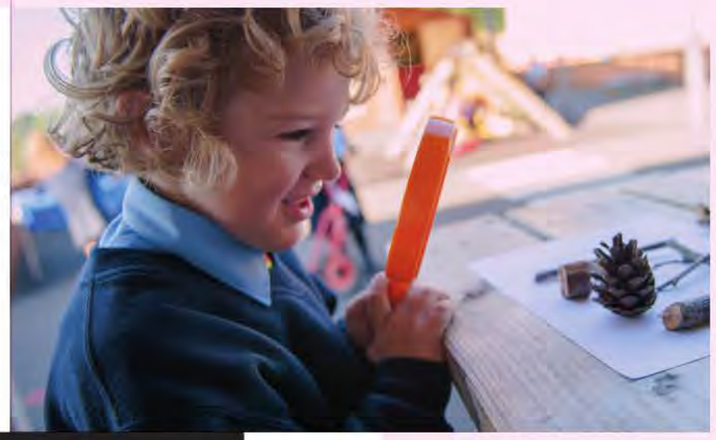
DOJ-17-0431-F-003236

How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**

Key Area	Objectives and Targets	Costs
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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We will:

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From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
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The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

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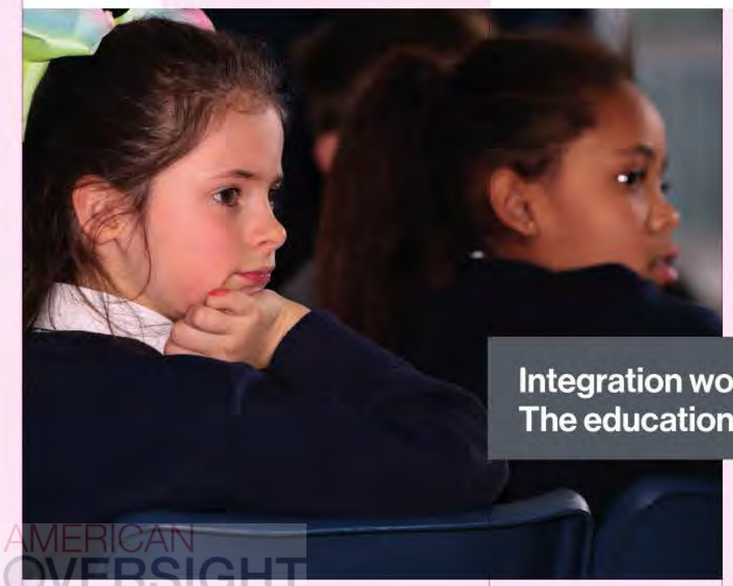

**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003249

Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
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7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
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No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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ED-17-0431-F-003250

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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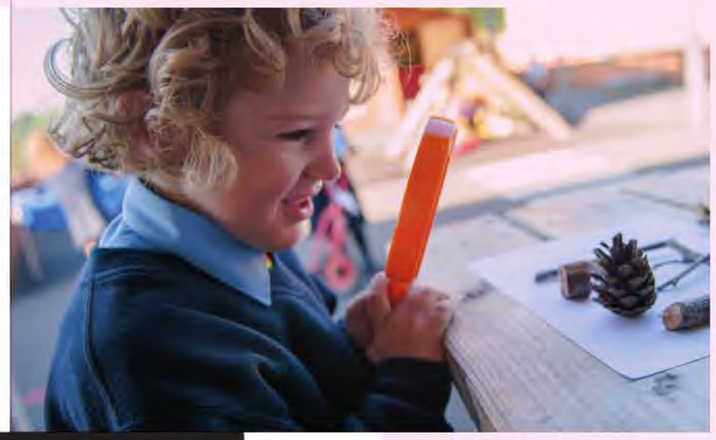
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**

Key Area	Objectives and Targets	Costs
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003255

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Integration Works for Everybody

Strategic Vision 2018–2021

INTEGRATED EDUCATION FUND

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Registered with
Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003257

From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

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ED-17-0431-F-003263

Our Vision

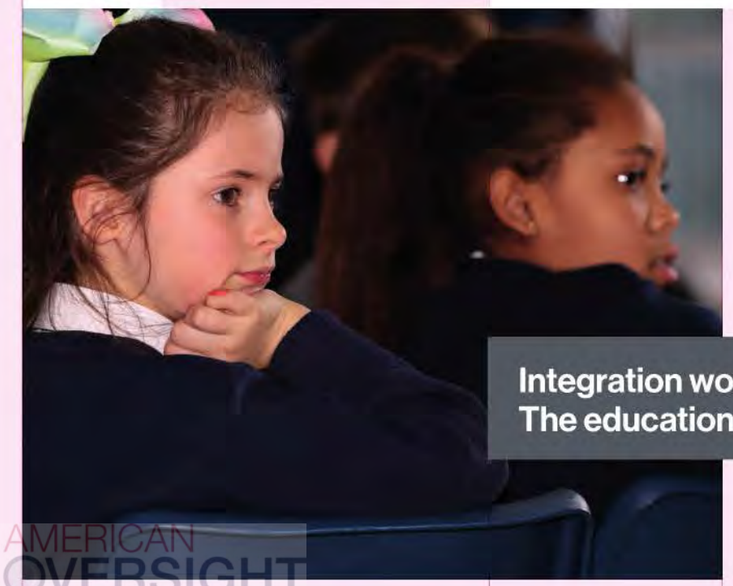
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
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Where We Want To Be:
Integrated and Effective

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The Benefits of Integrated Education

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Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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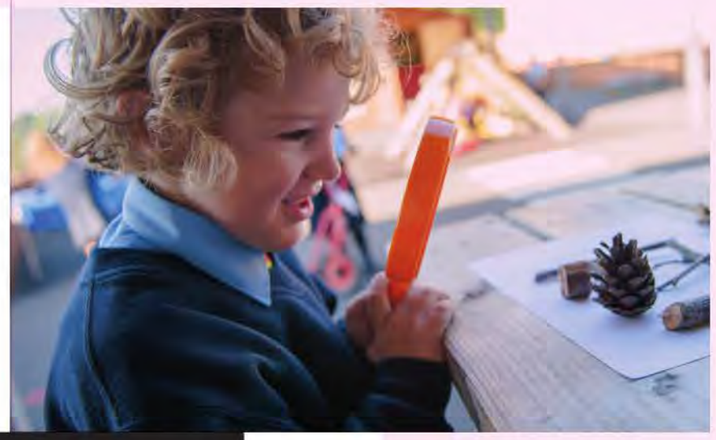
How Can We Make Change Happen?



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New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

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- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003270

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Integration Works for Everybody

Strategic Vision 2018–2021

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Registered with
Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003272

From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
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Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Strategic Vision 2018–2021

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ED-17-0431-F-003277

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ED-17-0431-F-003278

Our Vision

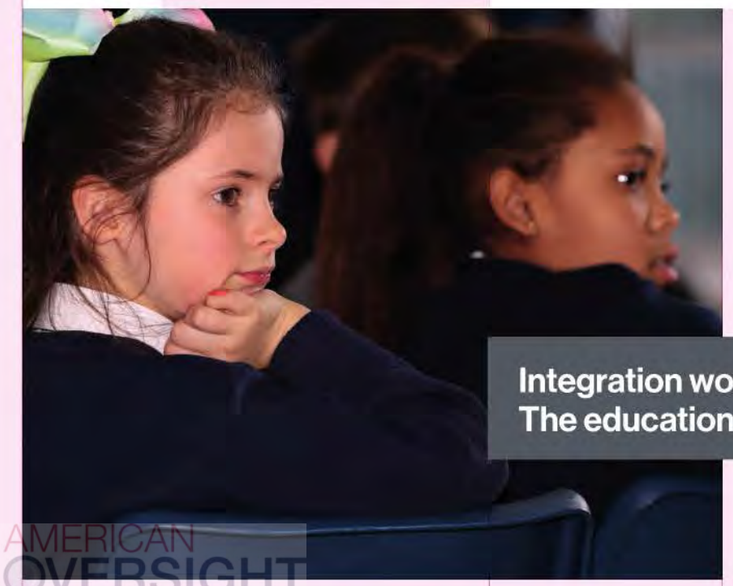
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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Where We Are Now:
Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be:
Integrated and Effective

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The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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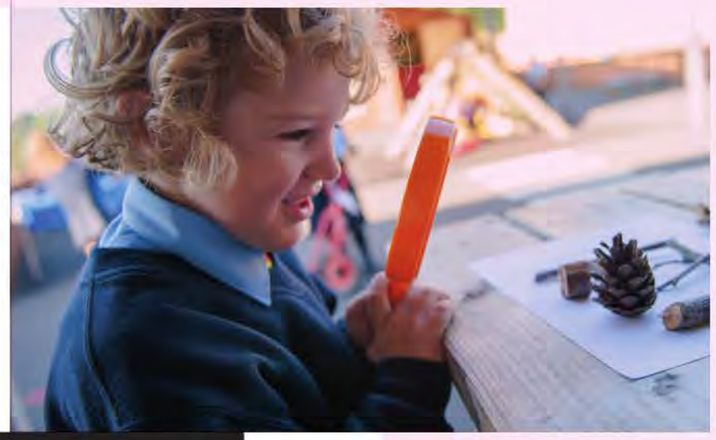
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

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- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
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ED-17-0431-F-003285

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Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003287

From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob
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Additional background information

Baroness May Blood bio
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Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

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Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Strategic Vision 2018–2021

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ED-17-0431-F-003293

Our Vision

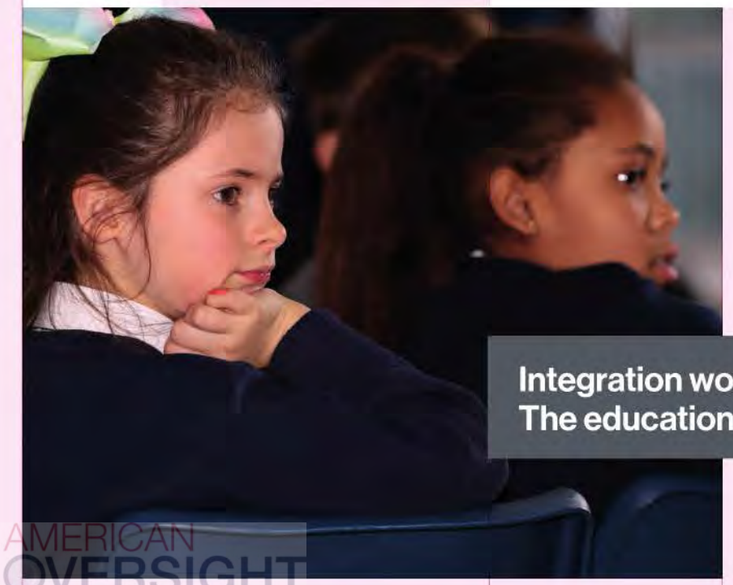
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003294

Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
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Two separate statutory planning authorities for schools	One statutory planning authority for schools
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Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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ED-17-0431-F-003295

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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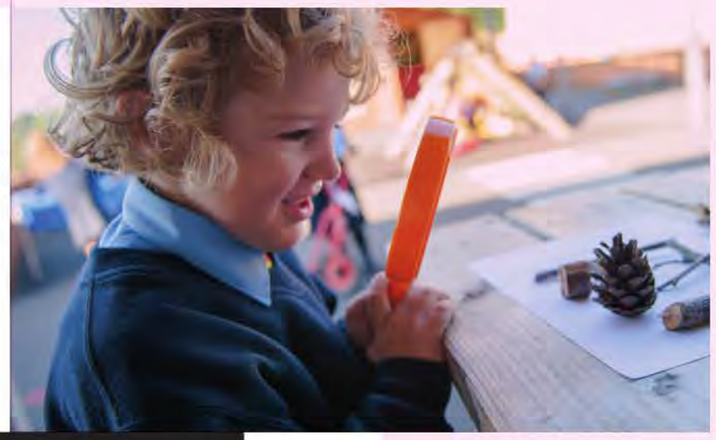
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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ED-17-0431-F-003302

From: Dowling, Maureen
Sent: 9 Oct 2018 17:53:45 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Cc: Seugling, Carolyn
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

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There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

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ED-17-0431-F-003307

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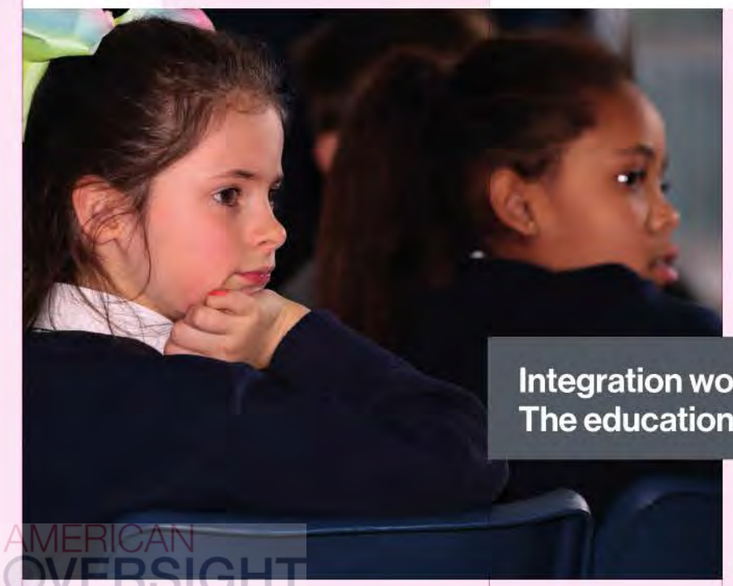

**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003309

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Where We Want To Be: Integrated and Effective

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ED-17-0431-F-003310

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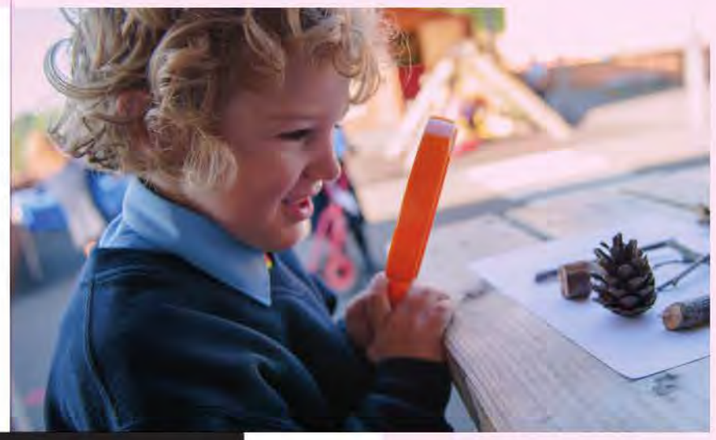
DOJ-17-0431-F-003311

How Can We Make Change Happen?



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NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Integration Works for Everybody

Strategic Vision 2018–2021

INTEGRATED EDUCATION FUND

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Registered with
Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003317

From: Dowling, Maureen
Sent: 5 Oct 2018 18:31:48 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Jacquelyn Zimmermann (jackye4@verizon.net);Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

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- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
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ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

AMERICAN OVERSIGHT

ED-17-0431-F-003326

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Our Vision

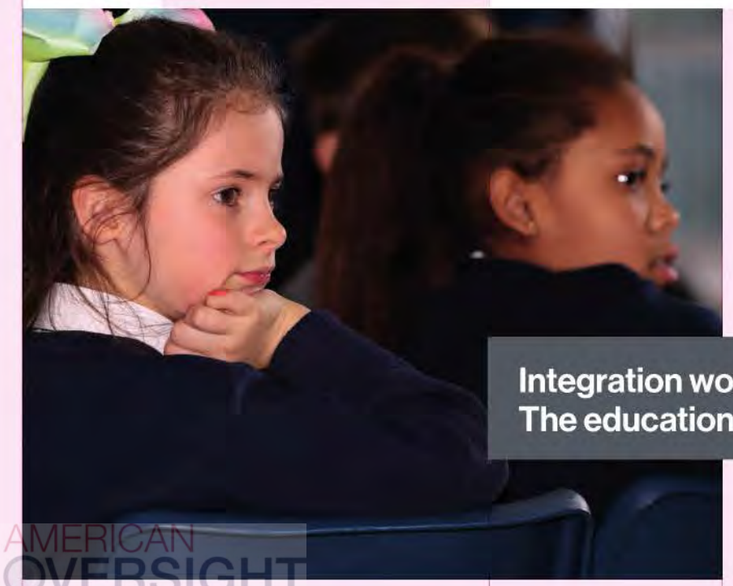
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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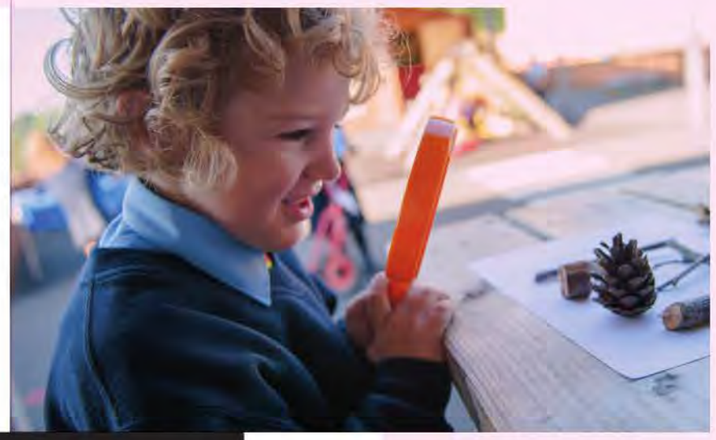
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

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Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

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The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

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Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003334

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

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IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
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Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003336

From: Dowling, Maureen
Sent: 5 Oct 2018 18:31:48 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Jacquelyn Zimmermann (jackye4@verizon.net);Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
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Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

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Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Our Vision

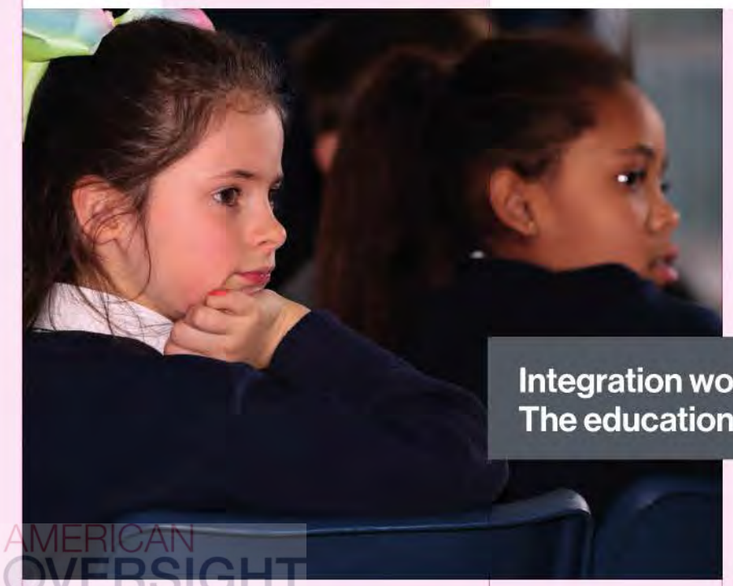
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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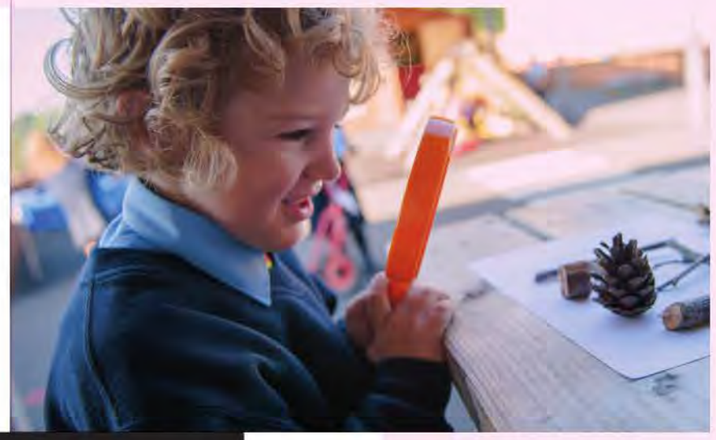
DOJ-17-0431-F-003345

How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
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ED-17-0431-F-003349

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ED-17-0431-F-003351

From: Dowling, Maureen
Sent: 12 Oct 2018 12:56:06 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim;McLaughlin, John;Cohen-Boyer, Gillian;Honeysett, Adam
Cc: Seugling, Carolyn;Ramakis, Jessica;Hahn, Nicholas;Wexler, Rob;Morrow, Jean
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Maureen

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ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

AMERICAN OVERSIGHT

ED-17-0431-F-003356

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Our Vision

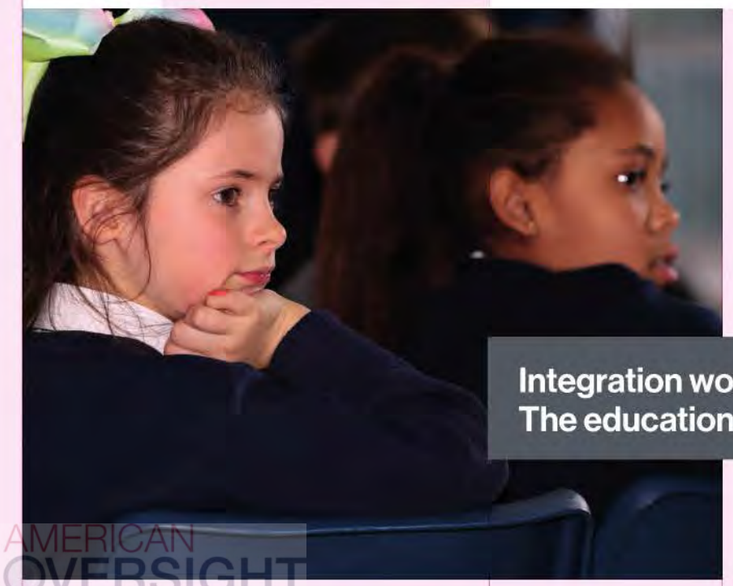
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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Where We Are Now: Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

Where We Want To Be: Integrated and Effective

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The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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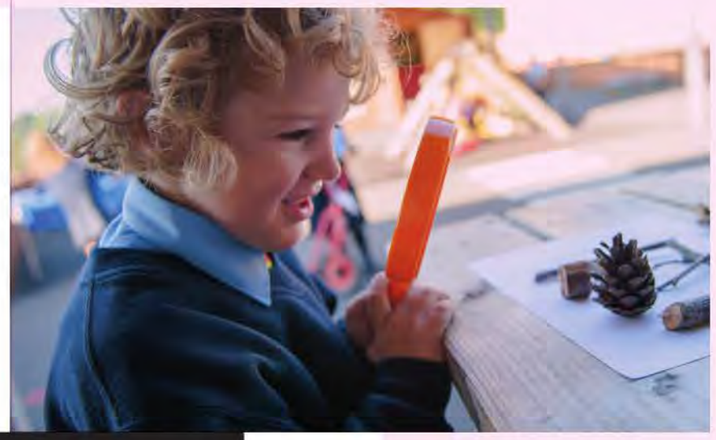
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Integration Works for Everybody

Strategic Vision 2018–2021

INTEGRATED EDUCATION FUND

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Purdy's Lane
Belfast
BT8 7AR

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info@ief.org.uk
www.ief.org.uk

Registered with
Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003366

From: DeVos, Betsy
Sent: 10 Oct 2018 18:25:26 +0000
To: DeVos, Betsy;EDCalendar;Botel, Jason;Hoover, Joshua;Wood, Paul
Subject: Meeting with Jason Botel

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 4 Oct 2018 17:08:09 +0000
To: Brogan, Frank;Botel, Jason;Miceli, Roberta;Ramirez, Lisa
Subject: Monitoring and Plan Amendments

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Oct 2018 13:58:57 +0000
To: Botel, Jason;Brogan, Frank;Miceli, Roberta;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher
Subject: NH Phone Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Oct 2018 13:58:57 +0000
To: Botel, Jason;Brogan, Frank;Miceli, Roberta;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher
Subject: NH Phone Call

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ber) English (United States)

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Oct 2018 13:32:52 +0000
To: Botel, Jason;Martin, Jill;Ramirez, Lisa;Rosenfelt, Phil;Brogan, Frank
Subject: NIEA Request

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Oct 2018 12:55:01 +0000
To: Botel, Jason;Martin, Jill;Ramirez, Lisa;Rosenfelt, Phil;Brogan, Frank;Ramsey, Tara
Subject: NIEA Request

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Oct 2018 12:54:12 +0000
To: Botel, Jason;Blew, Jim
Subject: OII

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From: Botel, Jason
Sent: 4 Oct 2018 12:54:12 +0000
To: Botel, Jason;Blew, Jim
Subject: OII

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Oct 2018 12:54:12 +0000
To: Botel, Jason;Blew, Jim
Subject: OII

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 9 Oct 2018 13:20:37 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO (b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) (b)(6) EOP/WHO (b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) V. EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';Amin, Stacy C. EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);(b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US(b)(6) EOP/WHO;Fuller, Clayton M. EOP/OVP;Sandbrink, Friedhelm
Subject: Opioid Call

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Oct 2018 19:54:37 +0000
To: Brogan, Frank;Botel, Jason
Subject: Performance Plan

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 5 Oct 2018 13:37:27 +0000
To: Brogan, Frank;Botel, Jason
Subject: Performance Review

Frank will use Kent's memo and finalize Jason's performance review.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 17:14:21 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Performance Review

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 17:13:05 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Performance Review

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Oct 2018 17:13:05 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Performance Review

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To: Brogan, Frank;Botel, Jason
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:50:44 +0000
To: Brogan, Frank;Susan Auton;Rinkus, Christopher;Botel, Jason;Ramirez, Lisa
Subject: Phone Call: Frank Brogan and Mark Johnson (NC)

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Access Code:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:50:44 +0000
To: Brogan, Frank;Susan Auton;Rinkus, Christopher;Botel, Jason;Ramirez, Lisa
Subject: Phone Call: Frank Brogan and Mark Johnson (NC)

You can also dial in using your phone.
United States: (b)(6)
Access Code:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 13:50:44 +0000
To: Brogan, Frank;Rinkus, Christopher;Botel, Jason;Ramirez, Lisa;Susan Auton
Subject: Phone Call: Frank Brogan and Mark Johnson (NC)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 11 Oct 2018 16:10:55 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Robert Graham <rgraham@doe.k12.ga.us>
Subject: Phone Call: Frank Brogan and Superintendent Richard Woods

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Oct 2018 20:54:44 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: PRDE OCTAE Follow-up

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Oct 2018 15:22:47 +0000
To: Botel, Jason;Ramirez, Lisa;Brogan, Frank
Subject: Premeet: End of Year Slates

AMERICAN OVERSIGHT

From: Norris, Elizabeth
Sent: 5 Oct 2018 19:35:28 +0000
To: Norris, Elizabeth;Clark, Jane;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Botel, Jason;McFadden, Elizabeth;Lee, Ebony;Miceli, Roberta
Cc: Harwarth, Irene;Siry, Melissa;Carr, Patrick;Hammer, Victoria
Subject: pre-meet: EOP meeting RC and SNS

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From: Norris, Elizabeth
Sent: 5 Oct 2018 19:35:28 +0000
To: Norris, Elizabeth;Clark, Jane;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Botel, Jason;McFadden, Elizabeth;Lee, Ebony;Miceli, Roberta
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To: Norris, Elizabeth;Rinkus, Christopher;Clark, Jane;Rooney, Patrick;Rigling, Kay;Miceli, Roberta;Ramirez, Lisa;Stephenson, Todd;Anderson, Michael (OGC);McFadden, Elizabeth;Botel, Jason
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To: Norris, Elizabeth;Clark, Jane;Ramirez, Lisa;Rooney, Patrick;Rinkus, Christopher;Stephenson, Todd;Rigling, Kay;Anderson, Michael (OGC);Botel, Jason;McFadden, Elizabeth;Lee, Ebony;Miceli, Roberta
Cc: Harwarth, Irene;Siry, Melissa;Carr, Patrick
Subject: pre-meet: EOP meeting RC and SNS

This is a pre-meet for the 4:00 pm EOP meeting. Please forward to anyone else who is in the 4:00 meeting and may be presenting on SNS or Report Cards.

Thank you!

AMERICAN OVERSIGHT

From: Norris, Elizabeth
Sent: 5 Oct 2018 19:35:28 +0000
To: Norris, Elizabeth;Botel, Jason;Rinkus, Christopher;Clark, Jane;Rooney, Patrick;Rigling, Kay;Miceli, Roberta;Ramirez, Lisa;Stephenson, Todd;Anderson, Michael (OGC);McFadden, Elizabeth
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Thank you!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Oct 2018 16:52:29 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa
Subject: RMS

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) mber) English (United States)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 11 Oct 2018 16:52:51 +0000
To: Mark Washington2;OESE All Users
Subject: SAVE THE DATE--Photos of OESE & Individual Offices

Hi OESE team! We have arranged to have an **office-wideOESE photo**taken on **Tuesday, October 16**at **10:00**in the **lobby** near the Training and Development Center on the Maryland Ave side. We will start right at 10:00, so please come a few minutes early to help us stay on schedule. **We don't want anyone to miss the photo!**

Following the office-wide OESE photo, the photographer will take **photos of each individual office**. See the schedule below for when your office's photo is scheduled. Please come **at least 10 minutes early**in case the photographers get ahead of schedule. We will have each office gather in a staging area before their photo is taken to decide who will be in the back row and who will be in the front so we can take the photos as efficiently as possible.

OFFICE	TIME
***Office of Elementary & Secondary Education— *Whole office photo*	**10:00 – 10:05**
Office of State Support	10:05 – 10:10
Office of Impact Aid	10:10 – 10:15
Office of Academic Improvement	10:15 – 10:20
Office of Safe and Healthy Students	10:20 – 10:25
Executive Office	10:25 - 10:30
Office of School Support and Rural Programs	10:30 – 10:35
Office of Migrant Education	10:35 – 10:40
Office of Indian Education	10:40 – 10:45
Office of Early Learning	10:45 – 10:50
Assistant Secretary, Deputy Secretary & their Immediate Staff	10:50 – 10:55
Management Support Unit	10:55 – 11:00

This is the "meet up" spot for the photo.

AMERICAN OVERSIGHT

We look forward to seeing everyone there!

Mw

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Elizabeth
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 4 Oct 2018 20:54:44 +0000
To: Ramirez, Lisa
Subject: State plan monitoring and amendment process

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 3 Oct 2018 20:26:23 +0000
To: Oppenheim, Peter;Brogan, Frank;Botel, Jason
Subject: State Plan Monitoring

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 10 Oct 2018 18:29:23 +0000
To: Venable, Joshua;Botel, Jason
Subject: The Capital Grille, Lunch with Jason Botel and Josh Venable

Reservation for 2 under Venable.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:31 +0000
To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Palacios, Albert
Bcc: WDCFB6-7C100
Subject:

Meeting Name: MEET: Weekly Opioid Workgroup Purpose: To convene a weekly workgroup to respond to the country's opioid epidemic and support the WH in their prevention efforts.

ocation: 7C100

onference Call Information Jason Botel:

(b)(6)

D Opioid Project Assignments.docx

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:31 +0000
To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Palacios, Albert
Bcc: WDCFB6-7C100
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Dec 2017 16:27:57 +0000
To: Botel, Jason;Coxen, Carrie
Subject: MEETING: Opioid Discussion

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jan 2018 22:38:10 +0000
To: Botel, Jason;Coxen, Carrie;Andy.Smarick@AEI.org
Cc: andysmarick@gmail.com
Subject: MEETING: PHONE CALL: Andy Smarick

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 13 Dec 2017 13:07:16 +0000
To: Lee, Ebony;Botel, Jason;Rinkus, Christopher
Subject: Meeting with Scott Palmer and AIR

Attendees: Jessica Johnson
Jack Buckley
Scott Palmer

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Jan 2018 00:14:04 +0000
To: Botel, Jason;Coxen, Carrie
Subject: MT

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Dec 2017 17:19:58 +0000
To: Botel, Jason;Coxen, Carrie
Subject: OESE All Staff

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 5 Jan 2018 14:44:35 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason
Subject: OSS Policy
Attachments: Untitled, Untitled, Untitled, Untitled

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:31 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Joseph, Denise;Rigling, Kay;Schmidt, Ashlee;Ryder, Ruth;Coxen, Carrie;Richey, Kimberly;Clithero, Leslie;Botel, Jason
Subject:
Attachments: ny 2nd year ell-mll deliberative memo_2017_12_21.docx, ny grade 7 hs math and grade 8 hs science deliberative memo 12.19.17 as.....docx, ny below grade testing for swd deliberative memo 12.21.17.docx

-----Original Appointment-----
From: Coley, Jerine **On Behalf Of** Ramirez, Lisa
Sent: Wednesday, October 04, 2017 4:56 PM
To: Ramirez, Lisa; Miceli, Roberta; Rooney, Patrick; Botel, Jason
Cc: Joseph, Denise; Rigling, Kay; Schmidt, Ashlee; Ryder, Ruth; Coxen, Carrie; Richey, Kimberly; Clithero, Leslie
Subject: OSS Policy
When: Friday, January 05, 2018 2:00 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Rm 3W307

(b)(6)

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DELIBERATIVE MEMO

DATE:

TO: Jason Botel
Principal Deputy Assistant Secretary, Delegated the Authority to Perform the Functions and Duties of the Position of Assistant Secretary, Office of Elementary and Secondary Education

THROUGH: Patrick Rooney
Deputy Director
Office of State Support (OSS)

FROM: Denise M. Joseph
Program Officer
OSS

SUBJECT: Recommendation regarding New York's Waiver Request for Using Recently Arrived English Learners' Assessment Results for Accountability

---

Question

Should the U.S. Department of Education (the Department) approve the New York State Education Department's (NYSED) request for a waiver of section 1111(b)(3)(A) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), to permit NYSED not to include recently arrived English learners' (EL) results on the statewide reading/language arts assessment in the State's accountability system until year three of their enrollment in U.S. schools?

Recommendation

Option 2: Deny NYSED's request not to include recently arrived ELs' results on the statewide reading/language arts assessments until year three of their enrollment in U.S. schools.

Background and Analysis

On September 18, 2017, NYSED requested a waiver, for four years, of sections 1111(b)(3)(A), 1111(b)(2)(B) and 1111(b)(2)(B)(vii) of the ESEA with regard to recently arrived ELs', to not include their results on the statewide reading/language arts assessment in the State's accountability system until year three of their enrollment in U.S. schools. The 120-day period for review of this waiver ends on January 16, 2018. NYSED requests the waiver to:

- In Year 1 of their enrollment, exclude recently arrived ELs from participation in the New York State reading/language arts assessment;

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- In Year 2 of their enrollment, assess such students on the New York State reading/language arts assessment and exclude their results from applying towards the achievement and growth indicators in the State's annual accountability system; and
- In Year 3 of their enrollment, assess such students on the New York State reading/language arts assessment and include their results in both the achievementindicator and the growth indicator in the State's annual accountability system.

NYSED also requested to count the students in the categories above toward the participation rate when determining whether a school or district has met the 95 percent assessment participation requirement. This waiver would apply to ELs enrolled in Grades 3-8 who are within their first three years of enrollment in U.S. schools.

NYSED argues that, based on data that show that 73.6 percent of all ELs within their first three years of enrollment receive a proficiency score at Level 1 on the reading/language arts assessment, the assessment does not serve as a meaningful measurement of reading/language arts achievement or progress for ELs in the first or second year of their enrollment in U.S. public schools. NYSED has found a positive, moderate statistical correlation between student performance on the State's English language proficiency test, the New York State English as a Second Language Achievement Test (NYSESLAT), and the State's reading/language arts test. While NYSED recognizes that the NYSESLAT alone cannot fully measure ELs' performance against the statewide reading/language arts standards, NYSED contends that it serves as an additional predictor of recently arrived ELs' potential to achieve proficiency on the State's reading/language arts assessments during the period of time that NYSED proposes not to assess ELs or include in the accountability system the performance of recently arrived ELs on the reading/language arts assessment.

NYSED also argues that its request will reduce testing burden for ELs. However, NYSED's proposal does not result in any reduced testing – the students would be exempted from one administration of the reading/language arts test (which is permitted under option 1 in the statute) and would be assessed on the reading/language arts assessment in years two and three. NYSED's request focused on accountability exemptions, not testing exemptions, not currently permitted by the ESEA.

Under ESEA section 1111(b)(3)(A), a State may choose to: (i) exclude recently arrived ELs from one administration of the reading/language arts assessment and exclude such ELs' results for the first year of enrollment; or (ii) assess and report the performance of recently arrived ELs on the reading/language arts assessment in each year of enrollment and for the purposes of accountability exclude assessment results for the first year of enrollment, include a measure of student growth on these assessments in the second year of enrollment, and include students' proficiency results in the accountability system beginning in the third year of enrollment. In addition, the Department determined that, consistent with the two statutory options, a State may also choose to apply both the first and second options to different subgroups of recently arrived ELs depending on their characteristics. NYSED's proposal does not fall under any of the currently allowed flexibilities and the State has not demonstrated why none of these options would help to address its concerns.

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In addition, ESEA section 1111(b)(2)(B)(vii) requires that each State have in place assessments that adequately provide for the inclusion of all students, including ELs, and provide appropriate accommodations to measure academic achievement that yields accurate data based on the academic content. States should have the means to test students at all performance levels and should be able to provide standard accommodations which are listed on in 1111(b)(2)(B)(vii)(III). ESEA section 1111(b)(2)(B)(i)(II) and 34 C.F.R. § 200.2(b)(1)(ii) continue the requirements to test all students.

The Department denied a request from NYSED on June 5, 2015, that would have permitted the State to: (1) exempt ELs who have attended schools in the U.S. for less than two years from taking the State's reading/language arts assessment and from using the results of this assessment for accountability purposes; and (2) use the progress that a subset of ELs make on the State's English language proficiency assessment for accountability purposes. The Department maintained that, outside the limited exception allowed at that time (under regulations promulgated in 2007) a State could exempt a recently arrived EL from the first administration of the State's reading/language arts assessment and exclude the results of recently arrived ELs from the accountability determinations in mathematics and reading/language arts, if taken), States are required to assess all students on academic content in the tested grades and include their results in accountability determinations.

Public Comments

NYSED provided the public with opportunity to comment on this waiver request, as required, and provided the comments it recieved to the Department. Of 17 public comments received, all were in favor of the waiver, many in agreement with NYSED's argument that recently arrived ELs should have additional time in U.S. schools before their assessment results are included in the accountability system. Additionally a national group, the Leadership Conference on Civil and Human Rights, opposed this waiver, stating that it would violate the spirit and intent of ESSA because all students should be tested and accounted for and NYSED seeks to further exclude ELs from the accountability system for three years. The group notes that there is sufficient flexibility under ESSA that NYSED could use.

Options

Option 1: Approve NYSED's request not to include recently arrived ELs' results on the reading/language arts assessments until they have been enrolled in U.S. schools for three years.

+ Allows recently arrived ELs more time to demonstrate meaningful English language proficiency progress before using the students' reading/language arts assessment scores for accountability purposes; assuming NYSED will not provide EL accommodations or implement reading/language arts assessments in native languages, this would avoid the invalidity of test results
- Not holding schools accountable for the achievement of recently arrived ELs until their third year of enrollment in U.S. schools could result in lack of attention to their needs until accountability applies
- National advocacy groups will object
- Removes the incentive for LEAs and schools to improve instruction or work with students whose scores won't be accounted for; removes incentive to teach ELs the content of the reading/language arts standards

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- Removes incentive for the State to provide reading/language arts assessments in native languages or to otherwise provide accommodations for ELs on the reading/language arts assessment to gain information on what students know/can do in this content area, and on students' literacy levels
- Establishes a precedent that many other States will likely want to request

Option 2: Deny NYSED's request not to include recently arrived ELs' results on the reading/language arts assessments until they have been enrolled in U.S. schools for three years.

+ Upholds ESEA's balance between requirements and flexibilities for recently arrived ELs
+ Assures that ELs have access to the general curriculum and that schools are held accountable for their achievement
+ Ensures that there are data on the performance of recently arrived ELs to inform instruction and support their individual needs
- Would invoke the due process requirements for denying a waiver request, including permitting NYSED to make changes and resubmit with the eventual need to offer a hearing

Recommendation

Deny NYSED's request not to include recently arrived English learners' results on the reading/language arts assessments until they have been enrolled in U.S. schools for three years.

Attachments

- NYSED September 18, 2017 waiver request
- NYSED public comments on waiver requests
- Opposition letter in regard to the waiver request
- Denial of NYSED's 2015 waiver request

OSS Contact

Denise M. Joseph, denise.joseph@ed.gov, (202) 453-6702

AMERICAN OVERSIGHT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DELIBERATIVE MEMO

DATE:

TO: Jason Botel
Principal Deputy Assistant Secretary, Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary of Elementary and Secondary Education

THROUGH: Patrick Rooney
Deputy Director
Office of State Support (OSS)

FROM: Denise M. Joseph
Program Officer
OSS

SUBJECT: Recommendation regarding New York's Assessment Waiver Request for Grade Seven Mathematics and Grade Eight Science

---

Questions

Should the U.S. Department of Education (the Department) approve the New York State Education Department's (NYSED) request for a waiver of sections 1111(b)(1)(B) and 1111(b)(2)(B)(i) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), to permit a student who completes advanced high school mathematics or science assessment coursework in middle school to be assessed with the corresponding high school assessment in place of the mathematics or science assessment for the grade in which the student is enrolled? Should the Department approve NYSED's request to provide full credit for such students who score at performance level 2 or additional credit for such students who score at performance level 3 or 4 in its accountability system?

Recommendation

Option 2: Approve NYSED's request to permit students who complete advanced high school mathematics coursework in grade 7 or advanced high school science assessment coursework in grade 8 to be assessed with the corresponding high school assessment in place of the grade level mathematics or science assessment. Do not approve NYSED to provide full credit for such students who score at performance level 2 or additional credit for such students who score at performance level 3 or 4 in its accountability system.

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Background and Analysis

On September 18, 2017, NYSED requested a waiver of sections 1111(b)(1)(B) and 1111(b)(2)(B)(i) of the ESEA, as amended by the ESSA, to allow students enrolled in grade 7 (or other students with the permission of the Commissioner) who complete advanced mathematics coursework to take a high school level Regents examination in mathematics in lieu of the grade 7 mathematics test and for students enrolled in grade 8 (or other stuents with the permission of the Commissioner) who complete advanced science coursework to take a high school level Regents examination in science in lieu of the Grade 8 Intermediate-Level science test. NYSED committed in its request to require these students to take a more advanced Regents examination in mathematics or science at the high school level. Further, NYSED requested to use such students' results on the Regents examinations when making participation and accountability determinations at the middle school level. Specifically, NYSED requested to:

- Provide full credit on the State's annual accountability system for student results at a performance level of 2 on a Regents examination when determining Performance Indices at the middle school level (note: level 2 is not the proficient level on the assessment; this request would result in a student scoring "partially proficient" to be considered proficient for the purposes of the State's accountability system);
- Provide additional credit on the State's accountability system for student results at a performance level of 3 or 4 on a Regents examination when determining Performance Indices at the middle school level; and
- Count students' participation in the Regents examination when determining whether a school or district has met the 95 percent participation requirement at the middle school level.

NYSED also requested, for students enrolled in grade 7 who take both a Regents examination and the grade 7 mathematics test (and the results of students enrolled in grade 8 who take both a Regents examination and the grade 8 science test), to use the results of the grade 7 mathematics (or grade 8 science) assessment when determining the Performance Index at the middle school level in the State's accountability system. NYSED requests all portions of this waiver for a period of four years.

NYSED's rationale for requesting the waiver is that it will reduce burden on the State's high-achieving students by not requiring them to be double-tested and that it encourages the offering of advanced coursework to middle school students. In support of its request, NYSED provided data showing the historical performance of students who were at the middle school level permitted to take advanced mathematics and science coursework and the corresponding Regents examinations.

In addition, on a phone call with NYSED on December 14, 2017, NYSED stated that it was granted this flexibility, and has continued to follow this practice, under its ESEA Flexibility request. NYSED's approved 2015 ESEA flexibility renewal request (page 92) does indicate that NYSED intended to consider a seventh or eighth grade student earning a passing score of 65 or higher on the Regents Algebra examination as having demonstrated "accelerated performance" and to incorporate such performance "into the Performance Index as equivalent to Level 3,

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which earns a school or district 'full credit' for a student's performance." The ESEA flexibility request expired on August 1, 2016. Further, through discussions among Department staff involved in policy decisions related to ESEA flexibility, it is OSS' understanding that the Department likely did not intend to approve this element of NYSED's plan explicitly, although its presence in NYSED's approved request indicates it was inadvertently approved. NYSED contends that not allowing its schools to continue this practice would serve as a disincentive for schools to offer, and for middle school students to take, high school coursework. Approving NYSED's request would result in students in middle school being held to a lower achievement standard than high school students taking the same assessment.

Public Comments

NYSED provided the public with opportunity to comment on this waiver request, as required, and provided those comments to the Department. Of 15 public comments received, all were in favor of the waiver because it would reduce the burden of double-testing. The New York City Department of Education offered a few recommendations in terms of using growth scores but not reporting them as well as using the Advanced Placement and International Baccalaureate exams, and not just Regents examinations, to meet high school accountability requirements.

Options

Option 1: Approve NYSED's request to permit a student who completes advanced high school mathematics or science assessment coursework in middle school to be assessed with the corresponding high school assessment in place of the mathematics or science assessment for the grade in which the student is enrolled and approve NYSED to provide full credit for such students who score at performance level 2 and additional credit for such students who score at performance level 3 or 4 in its accountability system.

+ Eliminates double testing of students in grades 7 and 8 who are taking advanced mathematics/science coursework
+ Supports providing advanced mathematics and science coursework in middle school
+ Provides greatest flexibility to NYSED and its districts to develop assessments and accountability systems that support advanced students
- Would set a precedent that a State may hold different students to different achievement standards for the same assessment (the Department has never knowingly approved this – other states would certainly propose similar requests)
- Would result in the State not holding all students to the same, high standard

Option 2: Approve NYSED's request to permit a student who completes advanced high school mathematics or science assessment coursework in middle school to be assessed with the corresponding high school assessment in place of the mathematics or science assessment for the grade in which the student is enrolled, but do not approve NYSED to provide full credit for such students who score at performance level 2 and additional credit for such students who score at performance level 3 or 4 in its accountability system.

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+ Eliminates double testing of students in grades 7 and 8 who are taking advanced mathematics coursework, thereby inventivizing the State to encourage more students to take advanced courses earlier in middle school
+ Consistent with the statutory requirement that has never been waived that the State hold all students to the same, high achievement standards
- Could disincentivize schools from offering advanced high school coursework at the middle school level because they might earn fewer points in the accountability system as a result of students taking, but not earning proficient scores on, Regents examinations
- Inconsistent with practice NYSED was inadvertently granted permission to use under ESEA flexibility (although OSS believes that particular flexibility was not knowingly granted the State)

Option 3: Deny NYSED's request.

- Inconsistent with past precedent (i.e., the Department just approved MO and NJ to do this in December 2017, continuing a trend that was permitted in previous years) to allow States to permit middle school students to take advanced high school coursework and assessments without double-testing
- Does not support providing advanced mathematics/science coursework at the middle school level

Recommendation

Option 2: Based on input from the OSS Assessment Content Team (including OSS' Assessment Lead and the Office of General Counsel), approve the testing exemption but do not permit the State to apply a different achievement standard when including the results in the accountability system.

Update – January 2, 2018

On a phone call with NYSED on January 2, 2018, the Department expressed its concerns regarding the accountability portion of NYSED's waiver request and NYSED indicated its willingness to rescind that portion of the request. As a result, we recommend approving the remainder of NYSED's request, to permit a student who completes advanced high school mathematics or science assessment coursework in middle school to be assessed with the corresponding high school assessment in place of the mathematics or science assessment for the grade in which the student is enrolled.

Attachments

- NYSED September 18, 2017 waiver request for grade 7 high school math and grade 8 high school science assessments
- NYSED Public comments on waiver requests

AMERICAN OVERSIGHT

OSS Contact

Denise M. Joseph, denise.joseph@ed.gov, (202) 453-6702

AMERICAN OVERSIGHT

DELIBERATIVE MEMO

DATE:

TO: Jason Botel
Principal Deputy Assistant Secretary, Delegated the
Authority to Perform the Functions and Duties of the Position of
Assistant Secretary, Office of Elementary and Secondary Education

THROUGH: Patrick Rooney
Deputy Director
Office of State Support (OSS)

FROM: Denise M. Joseph
Program Officer
OSS

SUBJECT: Recommendation regarding New York's Assessment Waiver Request for Below Grade-Level Testing for Students with Disabilities

---

Question

Should the U.S. Department of Education (the Department) approve the New York State Education Department's (NYSED) request for a waiver of sections 1111(b)(1)(B)(ii) and 1111(b)(2)(B)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), to permit NYSED to test students with disabilities who are enrolled in Grades 4-8 using reading/language arts and mathematics assessments not more than two grade-levels below chronological grade level?

Recommendation

Do not approve NYSED's request.

Background and Analysis

On September 18, 2017, NYSED requested a waiver, for four years, to allow school districts to administer Grades 3-8 assessments in reading/language arts and mathematics at not more than two grade-levels below chronological grade-level to students with disabilities enrolled in Grades 4-8 "whose lack of chronological grade-level proficiency can be determined by local Committees

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on Special Education" and to use these results when making participation and accountability determinations at the elementary and middle school levels. Specifically, NYSED proposed to:

- Designate students who take these assessments at a performance level of 1 when determining the Performance Indices at the elementary and middle school levels;
- Count participation in the below grade-level assessments when determining whether a school or district has met the 95 percent assessment participation requirement; and
- For all students enrolled in Grades 6-8, require school districts to advance students' assessment levels by at least one grade-level in each subsequent year.

NYSED stated in its request that this would allow NYSED to more accurately measure the achievement levels of students with significant cognitive disabilities who are not eligible to participate in the statewide alternate assessment and "whose significant cognitive and intellectual disabilities preclude their meaningful participation in chronological grade-level instruction, even with accommodations, but who may be able to meet the state's learning standards over time." NYSED contends that this waiver will help school districts to make future instructional decisions for such students and to provide more accurate measurements of proficiency and growth for these students' districts and schools to apply towards the State's annual accountability system. NYSED contends that using regular statewide assessments to assess such students will not result in actionable information on student performance and that allowing for below-grade level testing would empower State and local decision-makers to develop their own strong systems for school improvements based upon evidence.

In order to apply this waiver, school districts would be required to determine that affected students will not be able to achieve a proficiency result above level 1 on grade-level statewide reading/language arts and mathematics assessments. NYSED commits to developing criteria that school districts would be required to use in the selection of students to be assessed below grade level (possible assurances are included in the waiver request) and notes that it estimates that the maximum percentage of students in Grades 4-8 who could potentially participate in instructional level testing would be .3 percent in reading/language arts and 1.4 percent in mathematics. NYSED also contends that its request is comparable to the type of testing that will be allowable under ESSA's provisions for computer adaptive assessments. However, section 1111(b)(2)(J)(i)(II)(aa) of ESSA does not allow for below grade-level testing; it requires that adaptive assessments measure each student's academic proficiency based on the challenging State academic standards for the student's grade level and growth toward such standards.

Section 1111(b)(2)(B)(i)(I) of the ESEA, as amended by the ESSA, requires that, with the exception of alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities, the assessments administered must be the same academic assessments used to measure the achievement of all public elementary and secondary students in the State. Current law does not permit below grade-level testing for any students. The Department has never approved such a waiver request under the ESEA and it undermines a core tenet of the ESEA – that all students are being held to the same, high standards (as defined by the State). The Department denied a similar request from NYSED on June 5, 2015, with the rationale that 34 C.F.R. § 200.6(a)(1)(i)(A)[1] required that the State

[1] Note that the 2015 denial references prior Title I assessment regulations. Current Title I, Part A regulations, published on December 8, 2016, maintain the same requirement.

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educational agency assess all students, including students with disabilities, against the content and achievement standards for the grades in which the students are enrolled. At that time, the Department indicated that it supports these requirements to ensure that teachers and parents of all students, including English learners and students with disabilities, have information on their students' proficiency and progress in reading/language arts and mathematics. Current Title I, Part A regulations maintain the requirement that the State educational agency assesss all students, including students with disabilities, against the content and achievement standards for the grades in which the students are enrolled (see 34 C.F.R. § 200.6(a)(1)).

In addition, this waiver of Title I requirements would put the State out of compliance with IDEA requirements (which may not be waived). IDEA section 612(a)(16)(A) provides that all children with disabilities must be included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs. Under the ESEA and IDEA, the only permissible alternate assessments are alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities, which a State can administer if the State has adopted alternate academic achievement standards. To grant NYSED's waiver request would allow the State to create an additional type of alternate assessment for some students with disabilities, who are not students with the most significant cognitive disabilities, which is impermissible under IDEA because it would be creating different content standards and different achievement standards for some students.

Public Comments

NYSED provided the public with opportunity to comment on this waiver request, as required, and provided those comments to the Department. Of 20 public comments received, 14 were in favor of the waiver because it would allow students to be assessed based on their instructional level. The six comments in opposition to the waiver stated that the waiver is discriminatory because it lowers educational standards for students with disabilities and decreases accountability for schools that serve students with disabilities.

Additionally, two national groups, the Leadership Conference on Civil and Human Rights and the Advocates for Children of New York, opposed this waiver, stating that it would allow lower expectations for students with disabilities and lower standards for students that are capable of making academic progress with the appropriate educational supports and services. The Leadership Conference on Civil and Human Rights pointed out that current law requires students with disabilities to be assessed with an assessment aligned with the challenging State academic standards for the grade in which the student is enrolled.

Options

Option 1: Approve request to permit NYSED to test students with disabilities who are enrolled in Grades 4-8 using reading/language arts and mathematics assessments not more than two grade-levels below chronological grade level:

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- Violates statutory requirement (section 1111(b)(2)(B)(i)(I)) that States must use the same academic assessments to measure the achievement of all public elementary and secondary schools in the State
- Permits NYSED to institutionalize lower expectations for a single subgroup of students (children with disabilities) through a four-year waiver from the requirement that all students (with the exception of only students with the most significant cognitive disabilities) be assessed with grade-level assessments
- Would negate a generation of progress in schools and communities to ensure all students, including students with disabilities, are held to high expectations and have equal access to educational opportunity
- If the Department granted NYSED this waiver, it is likely that many other States would also request this flexibility
- Would violate IDEA, which requires that States meet Title I, Part A assessment requirements (the IDEA requirements may not be waived)

Option 2: Deny the request to permit NYSED to test students with disabilities who are enrolled in Grades 4-8 using reading/language arts and mathematics assessments not more than two grade-levels below chronological grade level:

+ Requires NYSED to adhere to ESSA's requirement that all students be assessed with the same academic assessments, with the exception of students with the most significant cognitive disabilities who may be assessed with an alternate assessment aligned to alternate academic achievement standards
+ Affirms the Department's stance that all students, including students with disabilities, should be held to high expectations and deserve equal educational opportunities
- NYSED may perceive that the Department is discouraging districts and schools from providing supports for students with disabilities so that they can work at their own pace

Recommendation

Option 2: Based on input from the Office of Special Education Programs and the OSS Assessment Content Team (including OSS' Assessment Lead and Office of General Counsel), I recommend that the Department deny the request to permit NYSED to test students with disabilities who are enrolled in Grades 4-8 using reading/language arts and mathematics assessments not more than two grade-levels below chronological grade level.

Attachments

- NYSED September 18, 2017 waiver request
- NYSED public comments on waiver requests
- Three opposition letters in regard to the waiver request
- Denial of NYSED's 2015 waiver request

OSS Contact

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Sent: 3 Dec 2018 21:51:31 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Botel, Jason;Clark, Jane;Butler, James;Peasley, Donald;Johnson, Patricia;Salley, Robert;Ryder, Ruth;Clithero, Leslie;Rigling, Kay;Coxen, Carrie;Collett, Johnny;Richey, Kimberly;Carr, Patrick
Subject: OSS Policy

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:31 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Botel, Jason;Wells, Michael;Martin, Jill;Cox, Katherine;Becker, Judith;Butler, James;Peasley, Donald;Clithero, Leslie;Rigling, Kay;Ryder, Ruth;Richey, Kimberly;Vanze, Shaw;Rattler, Pat;Briggs, Ashley;Knox, Shauna;Coxen, Carrie;Spitz, Deborah
Subject:
Attachments: gapeer2017reviewdeliberativememov2.docx, Georgia Senate Innovative Assessment Bill revised 01.24.18.pdf, PA Grantback Memo for OSS polic 2.6.18.docx

(b)(6)

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DELIBERATIVE MEMO

DATE:

TO: Jason Botel
Principal Deputy Assistant Secretary, Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary of Elementary and Secondary Education

THROUGH: Patrick Rooney
Deputy Director
Office of State Support (OSS)

FROM: Don Peasley
Assessment Team Lead
OSS

SUBJECT: Recommendation regarding the Georgia Department of Education (GaDOE) Assessment Peer Review Outcome Determination

---

OVERVIEW

OSS conducted a peer review of GaDOE's assessment system in August, 2017. GaDOE submitted evidence regarding the components of its system of assessments used for:

- Reading/language arts (R/LA), mathematics and science general assessments in grades 3-8 (Georgia Milestones))
- R/LA, mathematics and science general assessments in high school (Georgia Milestones End-of-Course (EOC))
- R/LA, mathematics and science alternate assessments based on alternate academic achievement standards (AA-AAAS) in grades 3-8 and high school (Georgia Alternate Assessment (GAA))

SUMMARY OF PEER REVIEW AND DEPARTMENT STAFF ANALYSIS

Three peers reviewed GaDOE evidence over a two day period in August 2017. The specific findings and recommendations of this review are presented below. These findings are organized by the 30 critical elements as outlined in the "Peer Review of State Assessment Systems Non-Regulatory Guidance for States" (link to this document at: http://www2.ed.gov/policy/elsec/guid/assessguid15.pdf). Department staff followed up with GaDOE on each of these items (a summary of this follow up is provided at the end of this

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memo). After completion of the follow-up review, Department staff are recommending that GaDOE provide additional evidence in support of eight of the critical elements.

CONCLUSIONS AND DISCUSSION

One issue impacting the outcome of this peer review was that assessment requirements for ESEA, as amended by the NCLB, were in effect through the end of the 2016-17 school year. The GaDOE peer review was conducted under the requirements of this statute. Beginning in the 2017-18 school year, the assessment requirements of the ESEA as amended by the Every Student Succeeds Act (ESSA) will apply to State assessments. There is significant overlap between the NCLB academic assessment requirements and the ESSA academic assessment requirements. However, there are four specific requirements of the ESSA that are not considered by the NCLB academic assessment peer review guidance criteria. Department staff conducted a targeted review of the evidence submitted by GaDOE as part of the August 2017 peer review. The purpose of this targeted review was to assess the GaDOE assessment system for compliance with the four specific ESSA requirements.

A summary of the targeted Department staff review of the GaDOE assessment system evidence (specifically, the Georgia Milestone and GAA assessments) shows that:

- **For ESEA section 1111(a)(1)(A)—meaningful consultation:** Did GaDOE, in developing the challenging academic standards and assessment systems and the English language proficiency (ELP) standards and assessment systems, conduct meaningful and timely consultation with State leaders, including the Governor, members of the State legislature, and State board of education, local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if applicable), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents))?;
    - Yes. Department staff, in reviewing GaDOE evidence related to this requirement, found that GaDOE has demonstrated meaningful consultation in the development of the Georgia academic content standards consistent with the requirements under ESEA section 1111(a)(1)(A). In particular, Department staff note that the GaDOE academic content standards were publicly developed and adopted in conjunction with consultation among LEA personnel, the legislature, and the general public.
- **For ESEA section 1111(b)(2)(B)(xiii)—accessibility of assessments:** Did GaDOE support and enhance the accessibility of the Georgia Milestones and the GAA assessments through appropriate accommodations for students with disabilities, and, to the extent practicable, by incorporating principles of universal design for learning (UDL)?
    - Yes. Department staff, in reviewing GaDOE evidence related to this requirement, found that GaDOE has demonstrated that it supports the accessibility of the Georgia Milestone and GAA assessments consistent with the requirements under ESEA section 1111(a)(1)(A). Specifically, the Georgia Milestones and GAA assessments explicitly integrated principles of UDL within the overall assessment design as well as the specifications for developing assessment tasks and items.
- **For 34 C.F.R. §§ 200.6(b)(3) and 200.6(f)(2)(i)—equal benefits for students participating in assessments with allowable accommodations:** Did GaDOE ensure that accommodations for all required assessments do not deny children with disabilities or

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English learners (ELs) the opportunity to participate in the assessment and any benefits from participation in the assessment?;

- Yes. Department staff, in reviewing GaDOE evidence related to this requirement, found that GaDOE has demonstrated that the Georgia Milestone and FAA assessments provide equal benefits for students who participate in assessments with allowable accommodations. Specifically, Department staff note that GaDOE reports scores for the Georgia Milestone and GAA assessments on the same scale for all students, regardless of whether or not the students participated in the assessments with accommodations. Individual score reports make no distinction between students who participate with accommodations and those participate without accommodations.

- **For ESEA section 1111(b)(1)(E)—alternate academic achievement standards:** Did GaDOE ensure that the State's alternate academic achievement standards for GAA reflect professional judgment as to the highest possible standards achievable by such students to now ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment?
  - No. Department staff note that this requirement applies to the GAA in Georgia. A review of the evidence for the GaDOE alternate academic achievement standards found some evidence relative to this requirement, but sufficient evidence was not provided to conclude that GaDOE fully meets this requirement. Specifically, GaDOE does not have evidence that the alternate academic achievement standards ensure that a student who meets these standards is on track to pursue post-secondary education or employment.

Department staff recommends adding the result of this targeted review to the other list of items that resulted from the peer review of GaDOE's assessments.

Another cross-cutting issue identified in the GaDOE peer review centered around the State's use of portfolio based assessments. GaDOE uses a portfolio assessment design for the GAA. Portfolios are an AA-AAAS design used by several states (Georgia, Maine, Massachusetts, Puerto Rico and Virginia) for the assessment of children with the most significant cognitive disabilities. This is an assessment where a teacher collects a body of student work during the year (portfolio) related to the content standards for the student's grade and uses that to judge the student's mastery of the content. Under the assessment requirements of the ESEA as amended by NCLB, portfolios were permitted as a type of assessment that could be used. (That is, the statute was silent on this point and the Department permitted many States to use a portfolio assessment for its alternate assessment.) Under the assessment requirements of the ESEA as amended by ESSA, there is statutory language that can be interpreted to prohibit the sole use of a portfolio-based assessment. Specifically, section 1111(b)(2)(B)(vi) of the ESEA as amended by ESSA states that assessments must:

> "involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth **and may be partially delivered in the form of portfolios** [emphasis added], projects, or extended performance tasks;"

The related regulation on assessment requirements in 34 CFR 200.2(a)(7)(ii.) mirrors the statutory language to state that required assessments may:

> "Be **partially delivered** [emphasis added] in the form of portfolios, projects, or extended performance tasks"

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The statute and regulations leave the decision about whether to use any of these formats up to each State. The statute and regulations also qualify the inclusion of these other formats with "partially." Thus, the question is whether the statute and regulations under ESSA mean that a State may not be allowed to have an entire assessment design (like the GAA) based upon a portfolio under the ESSA requirements.

There is no legislative history on what the new language regarding assessments based "partially" on portfolios means. In other words, did Congress mean to "prohibit" an assessment based entirely on portfolios; or did Congress mean to "authorize" portfolios, at least in part? Moreover, if a prohibition, it is not clear whether the prohibition applies to each specific assessment or to a State's whole assessment system (that is, can the State have an alternate assessment that is a portfolio that is part of the overall assessment system, provided other parts are not portfolios).

While we think there is an argument on both sides of this question, after consulting with OGC, we believe the argument for not allowing an assessment required under ESEA to be based entirely on a portfolio format is stronger given the literal language in section 1111(b)(2)(B)(vi) that qualifies that assessments may be partially delivered in the form of portfolio assessments. In discussions during negotiated rulemaking, the Department indicated that it believed the statute prohibited a State from incorporating a portfolio assessment in its entirety in its assessment system. Moreover, this interpretation supports prohibiting a standardized assessment practice that relies extensively on individual teacher/administrator judgment (as opposed to direct assessment of student performance with other methods) and can be difficult to score reliably.

On the other hand, this interpretation presumes Congress meant to prohibit a practice that has been used for many years with a parenthetical phrase that is not written with prohibitory language. Moreover, it would prohibit a practice that has been used by several States for more than the past ten years for students with the most significant cognitive disabilities who, because of their significant and often unique disabilities, may be difficult to assess validly with a standardized assessment. In addition, this interpretation contrasts with other provisions in the ESEA, as amended by ESSA. Section 1204 of the ESEA, as amended by ESSA, describes an innovative assessment demonstration authority that would allow States to try out systems of assessments on a smaller scale before adopting these systems statewide. ESEA section 1204(a)(1) mentioned a system of assessments that may include "competency-based assessments, instructionally embedded assessments, interim assessments, cumulative year-end assessments, or performance-based assessments." Portfolio assessments could be considered a form of performance-based assessment. An interpretation of section 1111(b)(2)(B)(vi) to prohibit assessments based entirely on a certain type of assessment methodology (e.g., a portfolio but also performance tasks or projects), therefore, seems somewhat incongruous with the flexibility that is described under section 1204 where the statute describes possible approaches to innovative assessments.

There appear to be two options to address this question. The option selected will be applied to the other States that have an alternate assessment that is entirely a portfolio assessment.

Option 1: Permit GaDOE to have an alternate assessment that is entirely a portfolio assessment. The Department interprets the statute to allow assessment systems required under ESEA to include individual assessments that are based completely on portfolios, projects, or

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extended performance tasks. GaDOE receives feedback for this peer review of the GAA portfolio in accordance with the assessment peer review guidance.

Pros

+ Allows States flexibility to design assessments that best meet their needs, particularly for students with the most significant cognitive disabilities.
+ Places focus on peer review criteria. States have to demonstrate appropriate validity for choices they make in assessment design and administration
+ Provides an avenue for States that use portfolios to improve designs based upon technical peer review feedback
+ If portfolio assessment in State has serious validity issues documented through peer review, Department has option to require State to change such an assessment on State by State basis.
+ Recognizes that there is ambiguity in the statutory language and, in the case of ambiguity, leans toward permissive response to the State.
+ Interpretation supports stronger alignment with section 1204 of ESEA, as amended by ESSA.
+ Because this would be limited to the AA-AAAS, represents a relatively small piece of a State's overall assessment system.

Cons

- This interpretation open to criticism that Department is not supporting a strong approach to valid assessments that emphasize multiple measures/methods for all students.
- Interpretation can be argued to not be aligned with statutory language on assessment requirements in section 1111(b)(2)(B)(vi), as well as the regulations at 34 CFR 200.2(b)(7)(ii) and supporting language included in the Comments to the Notice of Final Regulations.
- Could be perceived to allow lower expectations for only students with disabilities since this provision will primarily impact State administration of the alternate assessment aligned to alternate academic achievement standards for students with the most significant cognitive disabilities.
- If pressed, this would permit a State to pursue a general assessment that is entirely based on a portfolio assessment (Note: no State has ever tried to do that. A few have tried to create an alternate assessment based on grade-level achievement standards for students with disabilities or English learners but the ESSA now explicitly prohibits any other alternate assessment).

Option 2: Do not permit GaDOE to have an alternate assessment that is entirely a portfolio assessment. The Department interprets section 1111(b)(2)(B)(vi) to prohibit an individual state assessment that is based entirely upon a portfolio under ESEA, as amended by ESSA. In this option, GaDOE receives feedback that it will no longer be able to use the GAA as currently designed to meet ESEA requirements for an AA-AAAS.

Pros

+ Interpretation is grounded in statutory language on assessment requirements in section 1111(b)(2)(B)(vi).
+ This interpretation supports a strong approach to valid assessments by emphasizing multiple measures/methods; and not relying upon a single method.
+ More consistent with the general public understanding of ESSA assessment requirements.

Cons

- The Department has not informed States that such assessments would be prohibited under ESSA; this will be a significant shift.
- Definition of portfolio assessment is not in regulation or statute; may be difficult to discern.
- Likely result in significant pushback from the States. At least five States that have portfolios have been using them for many years; redesign or replacement would be

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+ Firmly establishes that the Department is enforcing the statute in a way that holds high expectations for all students, including students with the most significant cognitive disabilities.
+Recognizes the difficulty of validly and reliably assessing student achievement Statewide with a portfolio assessment.
costly and unanticipated.
- As the statutory intent is not clear, this interpretation could be seen as overreach on the part of the Department.
- There is arguable misalignment with other parts of the ESEA statute (e.g., section 1204).

RECOMMENDATION:

Option 1. Permit GaDOE to continue administering the GAA as currently constituted and provide the results of the peer review to the State to require that they ensure the GAA meets all relevant statutory and regulatory requirements.

Note: The results below assume option 1. If Option 2 were selected, the information related to the Georgia Milestones assessments would remain the same but for the GAA we would indicate that, "In its current design, the GAA does not meet requirements of the ESEA, as amended by the Every Student Succeeds Act (ESSA)." We would require the State to submit a plan and timeline for redesigning the GAA.

PEER REVIEW OUTCOME DETERMINATION

OSS recommends that the Department determine GaDOE's peer review outcome status for the components of its system of assessments as follows:

- Reading/language arts (R/LA), mathematics and science general assessments in grades 3-8 (Georgia Milestones)) – **Substantially meets requirements of the ESEA, as amended by the NCLB**
- R/LA, mathematics and science general assessments in high school (Georgia Milestones End-of-Course (EOC)) – **Substantially meets requirements of the ESEA, as amended by the NCLB**
- R/LA, mathematics and science alternate assessments based on alternate academic achievement standards (AA-AAAS) in grades 3-8 and high school (Georgia Alternate Assessment (GAA)) – **Partially meets requirements of the ESEA, as amended by the NCLB**

Substantially meets requirements mean that these components meet most of the requirements of the statute and regulations but some additional information is required. The Department expects that GaDOE should be able to provide this additional information within one year.

The component (the GAA) that **partially meets requirements** do not meet a number of the requirements of the statute and regulations and/or GaDOE will need to provide substantial additional information to demonstrate it meets the requirements. The Department expects that GaDOE may not be able to submit all of the required information within one year.

In addition, the Department should advise GaDOE that it must provide evidence that the GAA alternate academic achievement standards ensure that students are on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the ESEA, as amended by the ESSA. Because this is a new requirement in the ESEA and it will likely take several years for GaDOE to collect data to provide this evidence (the current alternate academic achievement standards were implemented without this requirement and will require either

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extensive re-development or re-validation), the Department should use the orderly transition authority under the ESEA to provide up to two additional years (until December 31, 2020) for GaDOE to come into compliance with this requirement.

A condition should be placed on GaDOE's Title I grant for the 2018 Fiscal year (see proposed condition text below). OSS also recommends that this condition remain in place until GaDOE provides all of the remaining evidence required from the 2017 peer review.

GEORGIA

ATTACHMENT T – Fiscal Year 2018

Condition Governing Title I, Part A Grants to Local Educational Agencies

This grant award is made subject to the condition that Georgia provides the evidence set forth in the letter* from the U.S. Department of Education, dated XX, 2018*, and hereby incorporated by reference in this grant award, that is needed for review and approval of your State's standards and assessment system under section 1111(b)(1) and (3) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, and as continued under section 1111(b)(1) and (2) of the ESEA, as amended by the Every Student Succeeds Act. If this condition is not resolved in a timely manner, the Department may request additional information, revise this condition to require further action, or provide notice of its intent to take further administrative action.

*updated at time condition is placed on grant.

GaDOE must submit a plan and timeline within 90 days outlining when it will submit all required additional documentation for peer review. The Department will host regular (e.g., quarterly) progress calls with the State. The condition should remain until all of the evidence has been resubmitted and peer reviewed. If the outcome of the re-review by peers indicates full approval, then the condition should be removed.

If adequate progress is not made, the Department may take additional action. Additionally, the Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 5.4, 6.2 and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on GaDOE's federal fiscal year 2019 IDEA Part B grant award.

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Critical Elements Reviewed and Evaluated as "Met Requirements-No Additional Evidence Needed" (Option 1 Feedback)

1.1 – State Adoption of Academic Content Standards for All Students
1.3 – Required Assessments
1.4 – Policies for Including All Students in Assessments
1.5 – Participation Data
2.4 – Monitoring Test Administration
2.6 – Systems for Protecting Data Integrity and Privacy
4.2 – Fairness and Accessibility
5.2 – Procedures for including English Learners

Critical Elements Reviewed and Evaluated as "Not Meeting Requirements-Additional Evidence Needed"

Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
1.2 – Coherent and Rigorous Academic Content Standards	Peers recommended that GaDOE provide additional evidence regarding coherent and rigorous academic content standards. Specifically, peers felt that GaDOE should provide evidence of a pathway for students with significant cognitive disabilities to have the opportunity to graduate with a regular high school diploma. Additionally, peers recommended that GaDOE provide evidence of full disclosure to parents of the consequences of placing students on alternative extended standards, such as receiving a modified diploma. Finally, peers recommended that GaDOE should provide more details regarding the development of the alternate extended standards and alignment to the newly revised general content standards. Department staff disagree with these peer recommendations. Information regarding the graduation pathways for students with significant cognitive disabilities may be needed but that evidence is relevant for the requirements of critical element 5.1	• n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	(Procedures for Including Students with Disabilities), not requirements for this critical element. Department staff also note that while information about the development of the Georgia alternate extended standards is needed, this evidence supports requirements that pertain to Critical element 2.1 (Test Design), 2.2 (Item Development) and 3.1 (Content Validity). Staff believe that GaDOE evidence has met the requirements of this critical element. Under the ESSA, there is an additional requirement aligned with this critical element (related to meaningful consultation). See above for staff review and recommendation related to this aspect.	
2.1 – Test Design and Development	Peers recommended that GaDOE provide additional evidence regarding the test design of the Georgia Alternate Assessment (GAA). Specifically peers noted that the test design of GAA specifies that only a subset of GaDOE academic content standards in reading/language arts, mathematics, and science are assessed. Peers requested evidence that the GAA test design is sufficient to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstration or applications of knowledge and skills. Department staff agree with this recommendation. Peers also requested that GaDOE provide additional evidence for the GAA high school assessments related to their content alignment with the general high school	For the Georgia Alternate Assessments (GAA) of reading/language arts (R/LA), mathematics and science: • Evidence that the test design for the GAA adequately assesses the entire breadth of the GaDOE content standards in R/LA, mathematics and science.

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	End of Course (EOC) assessments. Department staff disagree that this additional evidence is needed. The requirements for this critical element apply to the alignment of each assessment with the State content standards, not the alignment of the alternate assessment to the general assessment. Subsequent to the peer review, GaDOE provided additional clarification on the range of academic content standards and skills that could be assessed by the GAA test design. After reviewing this evidence, Department staff believe that more evidence is needed to support the way in which the GAA adequately represents the full breadth and depth of GaDOE content standards in all subject areas. Staff note that the design for the GAA requires that only two content standards are assessed in R/LA at each grade level; only two content standards are assessed in mathematics at each grade level; only one content standard is assessed in science in grades 3-8; and only two content standards in science in high school.	
2.2 – Item Development	Peers recommended that GaDOE provide additional evidence regarding test item development for the GAA. The GAA is a structured assessment that includes several portfolio based entries for each subject area. The assessment tasks selected for each student are developed by teachers who administer the GAA. Specifically, peers requested evidence that the GaDOE has a coherent system of monitoring the quality of assessment tasks developed by teachers for the GAA. Department staff agree with peers that this additional evidence is required.	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	Subsequent to the peer review, GaDOE cited evidence they originally had submitted in support of critical element 4.4 (scoring) that addressed the concerns raised by the peers in regards to this critical element. In the GAA, there are rubrics used to evaluate the alignment of selected performance tasks in terms of content standards and appropriateness of the assessed skill. GaDOE had not cited this evidence in their original submission. After review of this additional citation, Department staff believe that sufficient evidence does exist to meet the requirement for this critical element.	
2.3 – Test Administration	Peers recommended that additional evidence be submitted by GaDOE regarding the Georgia Milestones assessments in all subjects in grades 3-8 and high school. GaDOE administers the Milestones as technology-based assessments. Peers noted that the State provides information in the Test Coordinator Manuals regarding common troubleshooting procedures. Peers stated, however, that it was unclear what contingency plans were in place specifically in Georgia to address possible large-scale, system-wide technology challenges during test administration. Department staff agree with this peer recommendation. Subsequent to the peer review, GaDOE submitted additional evidence that summarized the procedures it had taken when on-line test administration issues occurred in 2014-15 and in 2015-16. These procedures addressed both end-user and system-level	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	events that occurred. In reviewing this additional evidence, Department staff believe that the State has now demonstrated that it does have procedures in provide for contingencies in the administration of on-line assessments, and that no additional evidence is required.	
2.5 – Test Security	Peers recommended that GaDOE provide additional evidence regarding test security. Peers noted that there are many policies and procedures in place for monitoring the security of test administration, but it was not clear how results from these monitoring procedures have been utilized, or how monitoring procedures have been implemented, particularly with regard to on-line monitoring and unannounced onsite observations. Department staff agree with this peer recommendation. Subsequent to the peer review, GaDOE provided additional evidence that addressed all of the concerns raised by peers. Specifically evidence of security monitoring results from school observations and online testing audits were provided. After reviewing this additional evidence, Department staff now believe that GaDOE has demonstrated that its assessment system meets the requirements for this critical element.	n/a
3.1 – Overall Validity, including Validity Based on Content	Peers recommended that GaDOE provide additional evidence related to overall content validity the Georgia Milestone Assessments in all subjects. Peers noted that while an independent alignment study indicated strong content alignment between the State's assessments and the academic content standards, the	For the Georgia Milestone Assessments in R/LA, mathematics and science: • Evidence that documents adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	study also recommended that the GaDOE address gaps in cognitive complexity (also referred to as Depth of Knowledge-DOK) between test specifications and state content standards. Peers believed that evidence of modifications to the Milestone test item specifications and test blueprints to more explicitly reflect DOK requirements was needed. Department staff agree with this recommendation. Subsequent to the peer review, GaDOE provided additional evidence that it had make some modifications to test item specifications for the Milestone assessments to more explicitly address DOK requirements of the Georgia content standards. In the review of these materials Department staff believe that GaDOE has still not demonstrated that it has explicitly accounted for DOK within the design (blueprints) of the Milestone assessments, and that more evidence is needed. Peers also recommended that GaDOE provide additional evidence for the GAA in all subjects related to the GAA related to content validity. Peers specifically asked for additional evidence that demonstrated how the GAA adequately links to the breadth of the GaDOE academic content standards in light of evidence that the GAA represents a subset of those standards. Peers also noted that much of the evidence provided for GAA is from documents which pre-date GaDOE's content standards revisions. In light of these changes to standards, peers asked that GaDOE provide updated evidence to show adequate	terms of cognitive complexity (e.g., as expressed by explicit Depth of Knowledge (DOK) requirements within test blueprints; as demonstrated by item development that explicitly incorporates DOK requirements); For the GAA of R/LA, mathematics and science: • Evidence that the assessments show adequate linkage to the State's academic content standards in terms of the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities (e.g., through an independent alignment study or similar evidence).

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	alignment to newly revised content standards as well as evidence to support why new achievement standards were not set for the GAA. Department staff partially agree with these recommendation for additional content validity evidence for the GAA. Staff believe that strong evidence of content alignment is needed for the GAA given the number of revisions to GaDOE's content standards over time. Staff believe that evidence to support the GAA's achievement standards is properly placed under critical element 6.3 (achievement standards alignment). Subsequent to the peer review, GaDOE provided additional evidence for the GAA related to content validity. In this evidence, GaDOE sought to demonstrate that revisions to the State's revised academic content standards were evaluated in terms of the impact on the existing GAA test blueprint, and that stakeholder and outside expert reviews established that substantive changes to the GAA blueprint were not necessary given the revisions. In the submission of the additional evidence, GaDOE claims that because revisions to the blueprint are not necessary, additional evidence of alignment are not needed. After reviewing the additional evidence, Department staff still believe that GaDOE should provide additional evidence to support the alignment of the current State academic content standards to the GAA.	
3.2 – Validity Based on Cognitive	Peers recommended that GaDOE provide additional evidence regarding the cognitive process validity of the Georgia Milestone Assessments in R/LA,	For the Georgia Milestone Assessments in R/LA, mathematics and science: • Evidence that its assessments tap the

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
Processes	mathematics, and science. Peers noted that in order to adequately measure cognitive processes in the GaDOE academic content standards, DOK levels 1-4 must be represented on the test as proportionate to the full range of cognitive processes required. Peers found limited evidence that the Georgia Milestone Assessments has the necessary distribution of DOK Level 4 items. Department staff agree with this recommendation. Subsequent to the peer review GaDOE provided additional evidence that addressed this requirement for the Georgia Milestone Assessments. However, in reviewing the evidence Department staff did not find that this evidence adequately reflected the feedback expressed by the peers. Peers also recommended that GaDOE provide additional evidence regarding cognitive process validity for the GAA. Peers noted that GAA evidence referenced essential content skills but did not reference cognitive processes for the tests. Department staff agree that additional evidence is required for the GAA regarding this critical element. Subsequent to the peer review GaDOE provided additional evidence that addressed this requirement for the GAA. GaDOE maintains the individualized design of the GAA does assure that the assessment is assessing cognitive processes that are appropriate for students with significant cognitive disabilities. However, in reviewing the evidence Department staff	intended cognitive processes appropriate for each grade level as represented in the State's academic content standards. For the GAA of R/LA, mathematics and science: • Evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards (or by extension, the State's extended content standards used to support the GAA). Note: Evidence requested in Critical Element 3.1 above may support the evidence requested under this critical element.

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	did not find that it adequately reflected the feedback expressed by the peers.	
3.3 – Validity Based on Internal Structure.	Peers recommended that GaDOE provide additional evidence regarding the internal structure validity of the GAA in R/LA, mathematics, and science. Peers noted that the evidence provided by GaDOE for this critical element pre-dated the revisions to the State's academic content standards. Peers believed that validity evidence based on internal structure, including scoring and reporting structures should be updated to ensure consistency with sub-domain structures on newly revised academic content standards. Department staff agree with this recommendation. Subsequent to the peer review, GaDOE provided additional information regarding internal structure validity evidence for the GAA. GaDOE clarified a section within the 2015-16 GAA technical report that indicated the internal structure correlations for the tests were consistent with previous years. GaDOE also provided a more recent (2016-17) technical report which also demonstrated the consistency of the internal structure correlations over time. After reviewing this additional information, Department staff believe that evidence for the GAA now meets the requirements for this critical element.	n/a
3.4 – Validity Based on Relationships with Other Variables.	Peers recommended that GaDOE provide additional evidence regarding the validity based on relationships with other variables of the GAA in R/LA, mathematics, and science. Peers noted that the evidence provided by GaDOE for this critical element pre-dated the revisions to the State's academic content	For the GAA of R/LA, mathematics and science, evidence that the State's assessment scores are related as expected with other variables. This may include evidence such as: • Results of analyses between assessment results and variables related to test takers

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	standards. Peers believed that validity evidence based on relationships with other variables should be updated to reflect any possible changes due to revisions in the State's academic content standards. Department staff agree with this recommendation. Subsequent to the peer review, GaDOE provided clarification to the evidence submitted for this critical element. GaDOE maintained that because the revisions to the academic content standards were evaluated to be minimal to the GAA test design, the validity evidence submitted was generalizable to the current GAA test design. Department staff still believes that GaDOE should provide additional evidence that supports the validity of the GAA based on relationships with other measures.	(e.g., instructional time on content based on grade-level content standards); • Results of analyses that indicate stronger positive relationships with measures of the same construct than with measures of different constructs; • Correlations between proficiency on the high-school AA-AAAS and performance in post-secondary education, vocational training or competitive integrated employment.
4.1 – Reliability	Peers recommended that GaDOE provide additional evidence regarding the reliability of the GAA in R/LA, mathematics, and science. Peers requested evidence that supported GaDOE's claim that the reliability of a portfolio assessment can be bolstered through standardized assessment protocols used in compiling the portfolios, as well as through extensive training for teachers/administrators and test coordinators. Peers again noted that the evidence provided by GaDOE for this critical element pre-dated the revisions to the State's academic content standards. Department staff agree that additional evidence to support the reliability of the GAA is needed. Subsequent to the peer review, GaDOE provided	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	additional information related to reliability of the GAA. This additional evidence included the more recent (2016-17) GAA technical report which also offered evidence of the consistency of the processes used in administering and scoring the GAA over time. This technical report also provided updated correlational data that demonstrated the consistency (a form of reliability evidence) of the reporting domains and the generalizability (another form of reliability evidence) of the scoring processes. After reviewing this additional information, Department staff believe that evidence for the GAA now meets the requirements for this critical element.	
4.3 – Full Performance Continuum	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science in terms of the way in which the tests assess the full range of the performance continuum. Peers asked to see additional evidence that the GAA is measuring the full performance continuum on the revised academic content standards. Peers found the evidence submitted by GaDOE was unclear in how the extended standards used to support the GAA were created and their relationship to the state's revised academic content standards. Department staff agree that GaDOE should provide additional evidence for the GAA for this critical element. Subsequent to the peer review, GaDOE provided additional information related to the GAA and the assessment of the full performance continuum. GaDOE provided clarification to some of the evidence that had been originally submitted, and put forth the	For the GAA of R/LA, mathematics and science, evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students. This may include evidence such as: • For students at the lowest end of the performance continuum (e.g., pre-symbolic language users or students with no consistent communicative competencies), evidence that the assessment system provides appropriate performance information.

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	argument that this evidence in fact demonstrated that the GAA measures across the full range of performance for students who participate in the GAA. Department staff reviewed this evidence, and did not share GaDOE's conclusions. Department staff noted that the evidence cited appear to not distinguish among levels of performance, as there was little variability at the extreme ends of the performance scale (most scores received were in the middle of the performance bands).	
4.4 – Scoring	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to scoring. Specifically, peers requested evidence that evaluates the impact of teacher judgment on the accurate measurement of student performance. Peers also noted that validity evidence for scoring of the GAA pre-dated the State's revisions to academic content standards. Department staff does not agree with the peer recommendation, and believe that GaDOE has provided sufficient evidence to support the scoring of the GAA for this critical element. Department staff find that because GaDOE uses an external scoring process that is designed in part to control the impact of teacher judgement, no additional evidence is needed.	n/a
4.5 – Multiple Assessment Forms	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to use of multiple assessment forms and comparability. Peers noted that GaDOE provided achievement standard setting reports from 2007 and 2011. The peers requested additional updated evidence that supported how GAA scores are comparable across	

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	years. Department staff partially agrees with peers that additional evidence to support the GAA achievement standards is needed, given revisions to the academic content standards. However, Department staff disagrees that this evidence is relevant to this critical element, and is better aligned with critical elements 6.2 (achievement standard setting) and 6.3 (aligned achievement standards). Therefore, no additional evidence is required for this critical element for the GAA.	
4.6 – Multiple Versions of an Assessment	Peers recommended that GaDOE provide additional evidence for the Georgia Milestone assessments in R/LA, mathematics, and science related to use of multiple assessment versions and comparability. Peers requested that GaDOE provide additional evidence documenting comparability across braille forms. Department staff agree that additional evidence is needed related to comparability of Braille forms of the Georgia Milestone tests. Peers also recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to use of multiple assessment versions and comparability. Specifically, peers requested updated evidence of comparability of the meaning and interpretations of the assessment results for the GAA. Department staff does not agree with this recommendation. As a portfolio assessment, the GAA does not have fixed form versions in the same way as a large scale structured response assessment. Therefore, the criteria for this critical element do not apply in the same way. Department	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	staff believe that GaDOE's evidence in support of the GAA scoring process is sufficient to meet the requirements for this critical element, and that no additional evidence for the GAA is needed. Subsequent to the peer review, GaDOE provided additional information related to the Georgia Milestones and the comparability of Braille forms. Specifically, GaDOE provided evidence that the test characteristic curves (TCC) for Georgia Milestone Braille forms were consistent across multiple test administrations. Based on this additional information, Department staff now believe that no additional evidence for the Georgia Milestone assessments related to this critical element is needed.	
4.7 – Technical Analysis and Ongoing Maintenance	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to technical analysis and ongoing maintenance. Peers observed that much of the evidence provided for the GAA was not based on the most recent test administration, and asked that GaDOE provide updated evidence to show technical analysis and ongoing maintenance of the alternate assessment. Department staff disagree with this peer recommendation. Department staff note that the evidence of the GAA that is older generally applies to critical elements related to validity (critical elements 2.1, 3.1 through 3.4, 6.2 and 6.3). Department staff finds that GaDOE provided substantial evidence of the technical analysis and ongoing maintenance of the GAA based on the most recent GAA administration. Therefore, no additional evidence is required for the	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	GAA for this critical element.	
5.1 – Procedures for Including Students with Disabilities	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to the procedures for including students with disabilities. Specifically, peers asked for evidence that GaDOE had revised guidelines for GAA participation to remove references to specific disability categories and review references to instruction focused on application of State standards through relevant life skills. Peers also asked for evidence that GaDOE communicates to parents that students who take the GAA will receive a special education diploma and not a general education diploma. Department staff disagrees with the peers on these recommendations. Department staff found the GAA participation guidelines to be compliant with the requirements for this critical element, in that the guidelines did not require participation on the basis of a specific disability category. Staff further noted that the GaDOE references to instruction were allowable under the requirements for this critical element and not in need of revision. Subsequent to the peer review, GaDOE provided additional information that verified that students who participate in the GAA are eligible to receive the same high school diploma as all other students. Therefore, no additional evidence is required of the GaDOE for this critical element.	n/a
5.3 – Accommodations	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to accommodations. Specifically,	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	peers requested evidence that test constructs in the GAA are not altered by varying accommodations. Department staff does not agree with this recommendation. As a portfolio assessment, the GAA is not accommodated in the sense that a large scale structured response assessment is. Furthermore, there is an external scoring of the GAA that in part ensures the alignment of an appropriate instructional task to support the recorded student performance. Department staff believe that GaDOE's evidence in support of the GAA scoring process is sufficient to meet the requirements for this critical element, and that no additional evidence for the GAA is needed.	
5.4 – Monitoring Test Administration for Special Populations	Peers recommended that GaDOE provide additional evidence for the both the Georgia Milestones and the GAA in R/LA, mathematics, and science related to monitoring test administration for special populations. Specifically, peers asked that GaDOE provide evidence that the State monitors the provision of specific accommodations to students with disabilities, students with 504 plans and English learners. Peers also asked for evidence indicating GaDOE monitored to ensure that testing accommodations are consistent with those accommodations provided during instruction and/or practice. Department staff agree with these recommendations. Subsequent to the peer review, GaDOE provided additional information that demonstrated that it monitored LEAs to assure that accommodations assigned during testing were consistent with those used during instruction. However, GaDOE must still	For the entire assessment system: • Evidence that GaDOE monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are administered with fidelity to test administration procedures.

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	provide evidence that provide evidence that the State monitors the provision of specific accommodations to students with disabilities, students with 504 plans and English learners during test administration.	
6.1 – State Adoption of Academic Achievement Standards for All Students	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to the adoption of academic achievement standards. Peers asked that GaDOE provide confirmatory evidence that the GAA achievement standards (cut scores) are aligned and valid given changes to the content standards and blueprints over time. Department staff agrees that GaDOE should provide this information, but disagrees that this evidence applies to this critical element. Staff believes this evidence should be requested to support the requirements for critical elements 6.2 (achievement standards setting) and 6.3 (challenging and aligned academic achievement standards). Therefore, no additional evidence is required for this critical element.	n/a
6.2 – Achievement Standards-Setting	Peers recommended that GaDOE provide additional evidence for the Georgia Milestones in high school mathematics related to achievement standard setting. Specifically, peers asked for evidence of the Georgia Technical Advisory Committee (TAC) endorsement/approval (reflected in TAC meeting minutes) of GaDOE's approach to linking two different End of Course Tests (Algebra I/Geometry and Coordinate Algebra/Analytic Geometry) to the same test scale with the same achievement standards. Peers also asked for evidence of the results of an independent evaluation of this linking of the two tests	For the GAA of R/LA, mathematics and science: • Evidence that GaDOE used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its alternate academic achievement standards for each grade of the alternate assessment to ensure they are valid and reliable.

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	to the same scale. Department staff agree that this additional evidence is needed. Subsequent to the peer review, GaDOE provided evidence of the TAC discussion of the linking of the two Milestone mathematics End of Course tests to the same test scale using the same achievement standards. GaDOE also provided a confirmatory report of this linking by an independent external review. Based on this additional evidence, Department staff believe the Georgia Milestones in high school mathematics now meet the requirements for this critical element. Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to the setting of academic achievement standards. Peers asked that GaDOE provide evidence that the it used a technical sound process to establish GAA achievement standards (cut scores) that were are aligned and valid given changes to the content standards and blueprints over time. Department staff agrees that GaDOE should provide this information. Subsequent to the peer review, GaDOE provided evidence of a GaDOE TAC discussion that supported GaDOE's contention that a revised achievement standard setting was not necessary. After reviewing this additional evidence against the requirements for this critical element, Department staff still agree with peers that GaDOE must provide additional evidence to support the methods used for achievement standard setting of the GAA, given revisions to the academic	

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	content standards.	
6.3 – Challenging and Aligned Academic Achievement Standards	Peers recommended that GaDOE provide additional evidence for the GAA in R/LA, mathematics, and science related to challenging and aligned academic achievement standards. Peers specifically asked for evidence that GaDOE has conducted a review of the achievement level descriptors for the GAA to reflect linkage to the State's new grade-level academic content standards. Peers also asked for evidence that show that grade-level differentiation has been demonstrated within the achievement standards for the GAA. Department staff agree with these recommendations. Subsequent to the peer review, GaDOE provided evidence of a GaDOE TAC discussion that supported GaDOE's contention that a revised achievement standard setting was not necessary. GaDOE also provided evidence that it claims support the revision of achievement level descriptors for the GAA to reflect the revised academic content standards. GaDOE also provided evidence that supports its claim that the achievement standards for the GAA do represent grade level differentiation. However, it appears that the score patterns (a standard setting methodology) by GaDOE used to set the GAA achievement standards were based upon grade bands. Therefore, Department staff still believe that GaDOE must provide additional evidence to support the achievement standards for the GAA.	For the GAA of R/LA, mathematics and science: • Documentation of the process by which performance level descriptors were developed. • Evidence that the State's alternate academic achievement standards are linked to the State's grade level academic content standards, such as a description of the process used to develop the alternate academic achievement standards that shows: o The State's grade level academic content standards or grade level extended academic content standards were used as a main reference in writing performance level descriptors for the alternate academic achievement standards OR; o The process of setting cut scores used, as a main reference, performance level descriptors linked to the State's grade-level academic content standards or extended academic content standards OR; o The AA-AAAS cut scores were set and performance level descriptors written to link to the State's grade-level academic content standards or extended academic content standards OR; o A description of steps taken to vertically articulate the alternate academic achievement standards (including cut scores and performance level descriptors)

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
		across each grade.
6.3 – Challenging and Aligned Academic Achievement Standards (additional requirement under section 1111(b)(1)(E) of the ESEA, as amended by the ESSA.	See discussion in main body of memorandum regarding targeted review of ESSA requirements.	For the GAA of R/LA, mathematics and science: • Evidence that the GAA alternate academic achievement standards ensure that students are on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the ESEA, as amended by the ESSA. GaDOE should provide this evidence by December 31, 2020.
6.4 – Reporting	Peers recommended that GaDOE provide additional evidence for the both the Georgia Milestones and the GAA in R/LA, mathematics, and science related to reporting. Specifically, peers asked for evidence that reports are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand. Department staff agree with peers that this additional evidence is needed. Subsequent to the peer review, GaDOE provided evidence that it had resources in place to provide score reports in Braille or large print upon request. The State also provided contracts with a vendor that can provide on demand translation services for translation of score reports as needed. Finally, GaDOE provided samples of a Spanish version of student score report	n/a

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Critical Element	Peer Finding/Department staff Analysis	Additional Evidence Needed
	for parents. Spanish is the largest second language spoken in Georgia. Department staff believe that, given this additional evidence, GaDOE now meets the requirements of this critical element.	

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A BILL TO BE ENTITLED

AN ACT

To amend Title 20 of the Official Code of Georgia Annotated, relating to education, so as to provide for the establishment of an innovative assessment pilot program; to provide for participating local school systems; to provide exemptions from certain state-wide assessment requirements; to provide for an annual report; to provide for revised accountability requirements; to provide for related matters; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

Title 20 of the Official Code of Georgia Annotated, relating to education, is amended in Code Section 20-2-281, relating to student assessments in elementary and secondary education, by revising subsection (a) as follows:

"(a) The State Board of Education shall adopt a student assessment program consisting of instruments, procedures, and policies necessary to implement the program and shall fund all costs of providing and scoring such instruments, subject to appropriation by the General Assembly. The student assessment program shall include a comprehensive summative assessment program for grades three through 12. In addition, each local school system shall administer, with state funding, a research based formative assessment with a summative component that is tied to performance indicators in English language arts/reading and mathematics in grades one and two, subject to available appropriations. Such research based assessment shall be selected~~;~~ after consultation with local school systems. Such research based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping of students based on skill level; and measure student progress toward ~~grade level~~ grade-level expectations throughout the school year. Each local school system may elect to administer, with state funding, nationally ~~norm-referenced~~ norm referenced instruments in reading, mathematics, science, or social studies in grade three, four, or five and in grade six, seven, or eight,

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subject to available appropriations, with assistance to such local school systems by the State Board of Education with regard to administration guidance, scoring, and reporting of such instruments. Further, the State Board of Education shall adopt a school readiness assessment for students entering first grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of Code Section 20-2-151. Each local school system is strongly encouraged to develop and implement a program of multiple formative assessments in reading and mathematics for kindergarten through fifth grade to ensure that students entering sixth grade are on track to meet grade-level expectations, including mastery in reading by the end of third grade to prepare for the infusion of literacy in subsequent grades and mastery in basic mathematics skills by the end of fifth grade and in accordance with the local school system's five-year strategic plan, performance indicators, and, if applicable, flexibility contract or other agreement with the State Board of Education for local school systems that are not under a flexibility contract. The State Board of Education shall periodically review, revise, and upgrade the content standards. Following the adoption of such content standards, the State Board of Education shall contract for development of end-of-grade assessments to measure the content standards. As part of the comprehensive summative assessment program, end-of-grade assessments in English language arts/reading and mathematics shall be administered annually to students in grades three through eight, and such tests in science and social studies shall be administered annually to students in grades five and eight; provided, however, that each local school system participating in the innovative assessment pilot program established pursuant to Code Section 20-2-286 shall be required to administer only such end-of-grade assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. These tests shall contain features that allow for comparability to other states with ~~whom~~ which establishing such comparison would be statistically sound; provided, however, that no such comparison shall be conducted which would relinquish any measure of control over assessments to any individual or entity outside the state. Further, as part of the comprehensive summative assessment program, the State Board of Education shall adopt and administer, through the Department of Education, end-of-course assessments for students in grades nine through 12 for all core subjects, as determined by the state board; provided, however, that each local school system participating in the innovative assessment pilot program established pursuant to Code Section 20-2-286 shall be required to administer only such end-of-course assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. Writing performance shall be assessed, at a minimum, for students in grades three, five, eight, and 11 and may be assessed for students in additional grade levels as designated by the State Board of Education. Such required

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writing performance assessment may be embedded within the assessments included in the comprehensive summative assessment program. Writing performance results shall be provided to students and their parents. If authorized to establish and operate an innovative assessment system pursuant to 34 C.F.R. Section 200.104, the Department of Education may establish a pilot program for local school systems that have an existing program of multiple formative assessments during the course of the academic year that result in a single summative score that is valid and reliable in measuring individual student achievement or growth and assessing individual student needs or deficiencies, to utilize such local assessments in place of end-of-grade or end-of-course assessments, if provided for in the terms of the local school system's flexibility contract. As used in this subsection, the term 'flexibility contract' means a charter for a charter system or a charter school or a contract entered into with the State Board of Education for a strategic waivers school system."

SECTION 2.

Said title is further amended in Part 12 of Article 6 of Chapter 2, relating to effectiveness of educational programs in elementary and secondary education, by adding a new Code section to read as follows:

"20-2-286.

(a) Beginning with the 2018-2019 school year, the State Board of Education shall establish an innovative assessment pilot program to examine one or more alternate assessment and accountability systems aligned with state academic content standards. The pilot program shall span from three to five years in duration, as determined by the state board and may include up to ten local school system participants. A consortium of local school systems implementing the same innovative alternate assessment may participate in the pilot program and shall be counted as one of the ten pilot program participants. The participating local school systems shall be selected by the state board in a competitive process and based on criteria established by the state board, including current compliance with the terms of their charter system contract or strategic waivers school system contract.

(b) The local school systems participating in the pilot program shall be authorized to design and implement an innovative alternate assessment and accountability program which may include, but shall not be limited to, cumulative year-end assessments, competency based assessments, instructionally embedded assessments, interim assessments, performance based assessments, or other innovated assessment designs approved by the State Board of Education. In order to allow the time and resources for the participating local school systems to implement an innovative alternate assessment and accountability program, the state board shall be authorized to reduce the state-wide testing

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requirements for such local school systems for the duration of the pilot program for end-of-grade and end-of-course assessments as contained in Code Section 20-2-281.

(c) Notwithstanding Code Sections 20-2-82, 20-2-244, and 20-2-2065, the State Board of Education shall be authorized to waive, for the duration of the pilot program, all or a portion of the requirements of Part 3 of Article 2 of Chapter 14 of this title for local school systems participating in the pilot program, but may replace any such accountability requirements with alternate requirements as specified in the local school system's charter system contract or strategic waivers school system contract.

(d) Each local school system participating in the pilot program shall amend its charter system contract or strategic waivers school system contract to reflect the innovative alternate assessment and accountability system that will be utilized during the term of the pilot program. Any local school system in the pilot program that is not complying with the terms of its charter system contract or strategic waivers school system contract may be removed from the pilot program at the sole discretion of the state board and shall be subject to the state-wide assessment requirements contained in Code Section 20-2-281 and the accountability system provided for in Part 3 of Article 2 of Chapter 14 of this title.

(e) The State Board of Education and the Department of Education shall take all reasonable steps to obtain any necessary waivers or approvals and maximum flexibility from the U.S. Department of Education to facilitate the implementation of the innovative assessment pilot program within the confines of federal law, including any appropriate changes to the state-wide accountability system established in the state plan for Georgia pursuant to the federal Every Student Succeeds Act.

(f)(1) The State Board of Education may contract with an external, independent third party with expertise in innovative and flexible approaches to assessment systems to assist in the development and implementation of one or more innovative alternate assessment and accountability systems. Such independent third party shall have access to and expertise from external technical experts, including technical experts in states that have pursued innovative and flexible approaches, in state assessment and accountability systems as well as knowledge and experience in the federal Every Student Succeeds Act and its implementing regulations.

(2) The State Board of Education shall consult with and provide coordination with the Office of Student Achievement in the development and implementation of the pilot program established pursuant to this Code section.

(3) The State Board of Education and the Department of Education shall evaluate and identify a plan to demonstrate comparability between the innovative assessments, including norm referenced assessments, and the state-wide assessments, including for subgroups of students, and shall identify strategies that may be used to scale the

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innovative assessment to all local school systems state-wide. The State Board of Education shall determine initial performance based baselines and accountability requirements for local school systems participating in the pilot program.

(4) Local school systems participating in the pilot program shall be encouraged to collaborate amongst each other during the course of the pilot program.

(g) No later than December 31, 2019, and annually thereafter for the duration of the pilot program, the Department of Education shall submit a detailed written report, approved by the State Board of Education, on the implementation and effectiveness of the innovative assessment pilot program to the Governor, the Speaker of the House of Representatives, and the President of the Senate. The final report shall also include recommendations as to expansion of the pilot program state-wide and estimated costs of implementation."

SECTION 3.

Said title is further amended by revising Code Section 20-14-31, relating to establishing standard for satisfactory performance under the education accountability assessment, as follows:

"20-14-31.

Except as otherwise provided in this article, the office shall establish the levels of performance on each assessment instrument administered under Code Section 20-2-281 by establishing the standard that should be achieved by students in each subject area at each grade level. Data and information regarding the establishment of the standard shall be included in the annual report provided for in paragraph (2) of subsection (a) of Code Section 20-14-27; provided, however, that local school systems participating in the innovative assessment pilot program established pursuant to Code Section 20-2-286 shall only be measured on the reduced specific end-of-grade and end-of-course assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program."

SECTION 4.

All laws and parts of laws in conflict with this Act are repealed.

AMERICAN OVERSIGHT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DATE: February 9, 2018

TO: Jason Botel,
Principal Deputy Assistant Secretary,
Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary of Elementary and Secondary Education

THROUGH: Patrick Rooney
Deputy Director, Office of State Support (OSS)

FROM: Ashley Briggs and Shauna Knox, Program Officers, OSS

SUBJECT: Grantback award under section 459 of the General Education Provisions Act (GEPA) to the Pennsylvania Department of Education (PDE).

BACKGROUND

Factual Background

The Department has recovered $7,186,222 from PDE relating to findings in a March 29, 2011 program determination letter (PDL) issued by the Office of Elementary and Secondary Education and Office of Safe and Drug Free Schools. The PDL followed an audit report by the Department's Office of the Inspector General (OIG) of the School District of Philadelphia's (SDP) control over Federal expenditures, covering the audit period July 1, 2005 through June 30, 2006 (Audit Control Number ED-OIG-A03H0010). The audit report contained five findings totaling $138,769,897.50, and the Department addressed the findings and related costs in four subsequent PDLs (dated March 29 and September 29, 2011; July 27, 2012; and March 31, 2014). For all of the costs addressed in the other PDLs, the Department either did not sustain the audit findings or found that the costs fell outside the applicable statute of limitations, and so were not subject to recovery.

The March 29, 2011 PDL dealt with costs arising under just three of the findings: supplanting of Federal funds (Finding 2), inadequate enforcement of policies and procedures (Finding 4), and failure to have written policies and procedures for various processes (Finding 5). The costs in this PDL were related to several programs under the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB): Part A of Title I, Parts A and D of Title II, and Part A of Title IV (also referred to as the Safe and Drug Free Schools and Communities Act (SDFSCA)). The PDL disallowed a total of $9,968,423.

AMERICAN OVERSIGHT

Through settlement negotiations, the Department and PDE agreed that $2,782,201 was barred from recovery by the statute of limitations. PDE appealed the remaining $7,186,222 liability to an Administrative Law Judge (ALJ), who held that ED was entitled to recover the full $7,186,222. PDE appealed to the Secretary, who upheld the ALJ's decision. PDE further appealed to the Third Circuit, which declined to review and upheld the Secretary's decision. Finally, PDE filed a writ of certiorari to the Supreme Court, which it denied on October 3, 2016.

In February 2017, SDP paid the full liability to PDE, and in March 2017, PDE paid the full liability to the Department.

On July 17, 2017, PDE applied for a grantback of the Title I, Part A and SDFSCA funds recovered. The grantback request totals $5,389,204, which is approximately 75 percent of the principal amount of the recovered Title I, Part A and SDFSCA funds (of the amount recovered, $7,074,599 resolved findings related to Title I, Part A and $111,007 resolved findings related to SDFSCA).

Following the release of the OIG Audit Report, PDE and SDP have taken steps to ensure that the practices that led to the audit findings would not reoccur. In collaboration with PDE and the Department's Office of Risk Management Services, SDP developed and began implementing five corrective action initiatives directly responsive to the audit findings and has been implementing these procedures since that time. PDE assures that SDP, with the oversight of PDE, has fully resolved the findings from the OIG audit report.

Background on Grantbacks:

Section 459(a) of GEPA, 20 U.S.C. 1234h(a), provides that, whenever the Secretary has recovered funds under an applicable program because the recipient made an expenditure of funds that was not allowable, the Secretary may consider those funds to be additional funds available for the program and may arrange to repay to the grantee affected by that determination an amount not to exceed 75 percent of the recovered funds. The Department does not make grantbacks frequently, and OESE programs account for only a fraction of those grantbacks. Moreover, OESE grantees do not often request grantbacks, as OESE normally works with grantees to resolve findings before a recovery of funds is necessary. The most recent OESE grantback we could identify was in 2001.

The Secretary may enter into this grantback requested by PDE if the Secretary determines that—

a) The practices and procedures that resulted in the audit findings in question have been corrected, and the recipients are in compliance with the requirements of the applicable programs;
b) PDE has submitted to the Secretary a plan for the use of the funds to be awarded under the grantback arrangement that meets the requirements of the program and, to the extent possible, benefits the population that was affected by the failure to comply or by misexpenditures that resulted in the recovery; and
c) The use of funds to be awarded under the grantback arrangement in accordance with that plan would serve to achieve the purposes of the program under which the funds were originally granted.

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Before making a grantback, the Department must publish a notice in the *Federal Register* indicating that it intends to make a grantback and take public comment for at least 30 days. GEPA section 459(d). If you decide to proceed, we will submit a *Federal Register* notice into Department clearance.

Analysis:

In accordance with section 459(a)(2) of GEPA, PDE submitted a plan that proposes to use grantback funds for activities authorized under Title I, Part A of the ESEA. While the Every Student Succeeds Act (ESSA) amendments to the ESEA eliminated SDFSCA, activities formerly authorized under SDFSCA can currently be supported through Title I, Part A of the ESEA, as amended by ESSA, and PDE plans to use $85,000 in grantback funds – slightly more than the proportion of grantback funds related to SDFSCA – for activities that would have been authorized under SDFSCA.

SDP plans to use grantback funds for three activities in the 2018-19 school year. First, SDP proposes a math initiative to improve teaching skills and student learning. As proposed, SDP would: (1) provide approximately 1,000 K-12 math teachers with a week-long professional learning institute in the summer of 2018; (2) provide designated math lead teachers in participating schools with compensation for leading planning and professional development sessions outside of the school day; and (3) provide eligible schools (preference given to low-performing schools) that participated in the summer institute with funds for extracurricular salary support for facilitating before and after school sessions for students.

Next, SDP plans to use grantback funds to provide seven full-time reading specialists to support kindergarten through third grade students who are significantly behind their expected reading level. The specialists would work with targeted students at least weekly in small groups using specially designed lesson plans that use best practices to scaffold student learning.

Finally, SDP plans to use grantback funds to support a school climate initiative in five schools. A coach would provide participating schools with training on how to implement a curriculum centered on social and emotional learning as well as bullying prevention. The coach would work with each school to develop a training plan, provide technical assistance in implementing and teaching the lessons, and monitor implementation.

Based on a detailed review of the plan and information submitted by PDE, OSS is satisfied that the SEA has met the conditions imposed by section 459(a) on the award of a grantback and certifies that:

a) PDE has corrected the practices and procedures that resulted in the audit exception, and the PDE and SDP are, in all other respects, in compliance with the requirements of Title I, Part A of the ESEA;

AMERICAN OVERSIGHT

b) The plan submitted by PDE meets the requirements of Title I, Part A. Since the misexpenditures that resulted in the audit and PDL findings occurred about twelve years ago, it is unlikely that the population affected by the violations would benefit from the grantback funds. The proposed plan, however, is designed to serve similar children, i.e., those who are residing in low-income areas and who are failing, or at risk of failing, to meet State academic standards.

c) The use of the funds to be awarded under the grantback arrangement would serve to achieve the purposes of Title I, Part A of the ESEA and the SDFSCA.

Following a review of PDE's plan, OSS has determined that it is consistent with the purposes of Title I, Part A. The plan, which details specific activities and contains a budget for the proposed activities, is designed in accordance with Title I, Part A requirements to meet the educational needs to Title I children. OSS's cost analysis of the proposed activities and the budget indicates that the requested amount for the grantback award is justified.

These certifications are based on the fact that PDE supplied OESE with a copy of SDP's 2017 Annual Grant Compliance Monitoring Report, which included a status report (current as of April 2017) of the extensive corrective actions that SDP has taken since the issuance of the OIG audit. In addition to these extensive corrective actions, SDP's FY14-16 Single Audits found no material findings. While the PDE reviewed SDP's Title I, Part A program in the 2016-17 school year and determined that some schools had program or fiscal findings that required corrective action (none of which were related to the OIG audit), SDP provided all necessary responses, and PDE has closed out those findings. PDE and OESE are confident that the practices that led to the issuance of the PDL have been corrected.

Recommendation:

Approve the grantback for PDE to achieve the purposes of ESEA and the SDFSCA.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:31 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason;Siry, Melissa;Rigling, Kay;Vanze, Shaw;Gillette, Lisa;Esquith, David;Knox, Shauna
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Sep 2018 17:05:16 +0000
Subject:

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Sep 2018 21:13:05 +0000
To: Lee, Ebony;Botel, Jason;Norris, Elizabeth
Subject: ACGR update memo
Attachments: ACGR Update Memo 9.10.docx

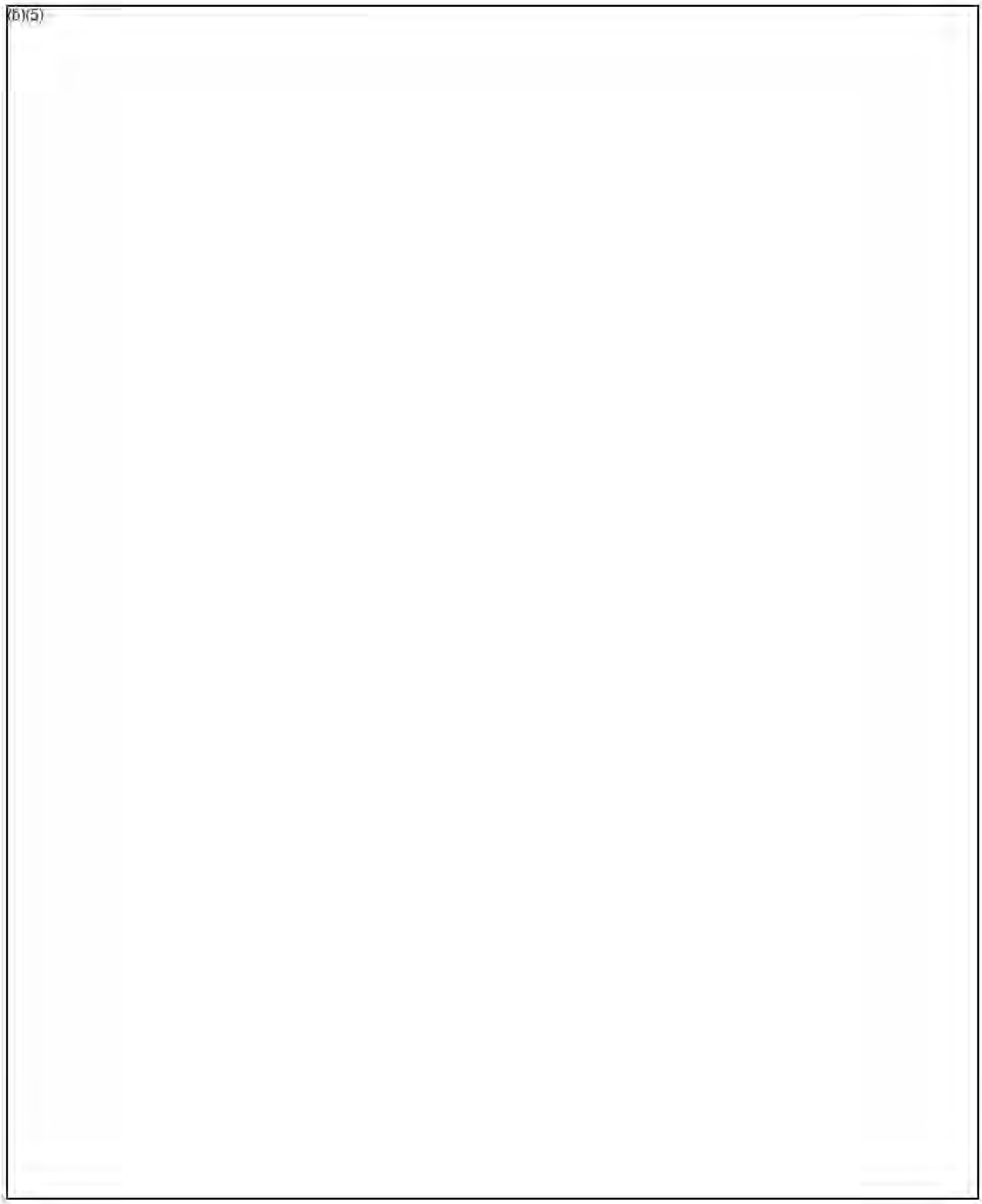
AMERICAN OVERSIGHT

UPDATE MEMO

(b)(5)

AMERICAN OVERSIGHT

(b)(5)



AMERICAN OVERSIGHT

(b)(5)

AMERICAN OVERSIGHT

From: Tuia, Justis
Sent: 25 Sep 2018 16:49:32 +0000
To: Tuia, Justis;Elizabeth Griffith (eaengland@cps.edu);Preston Lewis (PKLewis1@cps.edu);Hinton, Anna;Botel, Jason
Subject: Canceled: Call: CPS Continuation Award Discussion [FINAL]
Importance: High

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 31 Aug 2018 18:10:06 +0000
To: Talbert, Kent;Carter, Denise;Stader, Jim;Brogan, Frank;Botel, Jason;Ramakis, Jessica;Rinkus, Christopher
Cc: Washington, Mark
Subject: Canceled: Hurricane Staffing Follow-up
Importance: High

AMERICAN OVERSIGHT

From: (b)(6) EOP/WHO
Sent: 30 Jul 2018 21:50:29 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';(b)(6) . EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) . EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';' Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) (b)(6) EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) M. EOP/WHO;(b)(6) (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/OVP;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';(b)(6) EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Cl ark, Timothy (HHS/IOS';(b)(6) EOP/WHO;(b)(6) . EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;(b)(6) EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;Udutha, Pranay K. EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Thompson, (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP
Subject: Canceled: Opioid Meeting
Importance: High

All,

This meeting is cancelled tomorrow.

Thank you,
Charlotte

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Oct 2018 19:54:37 +0000
To: Brogan, Frank;Botel, Jason
Subject: Canceled: Performance Plan
Importance: High

AMERICAN OVERSIGHT

From: Miceli, Roberta
Sent: 27 Sep 2018 16:10:12 +0000
To: Miceli, Roberta;Botel, Jason;Rooney, Patrick
Subject: Coffee

Hi Jason,

Are you ok if we switch this to coffee? Patrick and I need to attend a pre-meeting for the EOP/OMB meeting on the guidance.

Hi Jason,

Patrick and I would like to see if you are available for us to take you to lunch before you leave the Department. We would like to thank you and show our appreciation for your willingness to dig into the weedy ESSA policy issues and support OSS with the many and varied questions from States.

If this date and time doesn't work, please let us know what does.

Looking forward to the opportunity to thank you and celebrate your new opportunity!

Roberta and Patrick

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Oct 2018 12:55:54 +0000
To: Botel, Jason
Subject: Donor Call- Education Update in PR

Dear Jason,

September 20, 2018, marked the one-year anniversary of Hurricane Maria and the catastrophic impact it had on the people of Puerto Rico. Schools served as places of refuge from the impact of the storm and less so as places of education. Due to years of declining enrollment precipitated by the financial crisis, and destruction caused by the hurricane, many schools were closed this year. Despite the devastation, efforts to strengthen education opportunities for students, their families and their teachers are taking effect.

On Friday, October 12, from 1:00 p.m. ET to 2:00 p.m. ET we will host a call for donors to provide an update on progress made, as well as short and long-term priorities. Key points that we will cover include:

- Puerto Rico Department of Education – one year after Hurricane Maria
- Start of 2018-19 school year
- Talent initiatives
- Charter school authorization process and next round of applications
- New school support model through the Regional Offices
- Plan for using the U.S. Department of Education Restart Funds to rebuild and support Puerto Rico schools
- Update on Puerto Rico Education Fund

Since April, The Philanthropy Roundtable hosted several calls with Julia Keleher, Puerto Rico Secretary of Education, during which donors learned about the state of education on the island, legislative reforms that recently took effect, and opportunities to improve the quality of education for all students. Over the last few months, the secretary and her team have been busy providing effective teacher professional development, establishing career ladder opportunities and implementing a teacher recognition program, rolling out an attendance campaign, and preparing to implement project-based and personalized learning curricula.

On August 13, traditional public schools opened their doors to start a new school year. Days following a Puerto Rico Supreme Court decision upholding the Commonwealth's education reform law authorizing charter schools and a voucher program, the island's first charter school, Vimenti School, opened its doors to Kindergartners and first graders where children and their families will receive comprehensive support and services.

To join us, please email Mason Casady at K12Meetings@philanthropyroundtable.org by Wednesday, October 10. If you are unable to participate, please feel free to share this invitation with a colleague within your organization.

Call-in information will be provided when you RSVP. If you have any questions, please do not hesitate to contact me.

I look forward to having you join us on October 12. Thank you again for your interest!

Gratefully,
Katherine

Katherine C. Haley
Senior Director for K-12 Education Programs
The Philanthropy Roundtable
khaley@philanthropyroundtable.org
(202) 600-7893 – direct

AMERICAN OVERSIGHT

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Sep 2018 13:09:25 +0000
To: Botel, Jason;Barlow, Christine (Christine.Barlow@ed.gov);Robinson, Mark
Subject: Follow up: Disaster Relief Grants

AMERICAN OVERSIGHT

From: Fening, Elizabeth
Sent: 30 Jul 2018 22:24:02 +0000
To: Fening, Elizabeth;Lee, David;Worthington, Kelly;Kilby-Robb, Patricia;Woodworth, James;Beth Sinclair (Beth.Sinclair@aemcorp.com);'julia.redmon@aemcorp.com';Timm, Barbara
Cc: Santy, Ross;Newman, Sarah;Botel, Jason;Sathya, Soumya;Meeley, Kathryn
Subject: FW: NCES and Charter Meet and Greet

From: Fening, Elizabeth
Sent: Thursday, July 12, 2018 2:11:30 PM UTC
To: Fening, Elizabeth; Lee, David; Worthington, Kelly; Kilby-Robb, Patricia; Woodworth, James; Beth Sinclair (Beth.Sinclair@aemcorp.com); 'julia.redmon@aemcorp.com'; Timm, Barbara
Cc: Santy, Ross; Newman, Sarah
Subject: NCES and Charter Meet and Greet
When: Wednesday, August 1, 2018 3:00 PM-4:00 PM
Where: WDCFB6-6C101

All,

As discussed during EDGB, I am setting up a Meet and Greet between Dr. Woodworth (NCES Commissioner) and the Charter Program Office. We will be discussing Charter data and how the Charter office id using the data.

I have reserved room 6C101 at LBJ and if it is possible, I would like everyone to join us in the room for an in person Meet and Greet.

Patricia – feel free to forward this invite on to anyone in your office.

Please let me know if you have any questions.

Thanks,
Liz

.....

--> Join Skype Meeting<https://meet.lync.com/usdedeop/elizabeth.fening/NGCDF895>
Trouble Joining? Try Skype Web App<https://meet.lync.com/usdedeop/elizabeth.fening/NGCDF895?sl=1>
Join by phone

(b)(6) English (United States)

Find a local number<https://dialin.lync.com/ee044638-d5bf-4256-b781-acd8a60a5d7c>

(b)(6)
Forgot your dial-in PIN?<https://dialin.lync.com/ee044638-d5bf-4256-b781-acd8a60a5d7c>
|Help<http://go.microsoft.com/fwlink/?LinkId=389737>

[!OC([1033])!]

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 19 Sep 2018 21:13:04 +0000
To: DeVos, Betsy;Botel, Jason;Lee, Ebony;EDCalendar;Blew, Jim
Subject: FW: SAF Roundtable

-----Original Appointment-----
From: DeVos, Betsy
Sent: Wednesday, September 19, 2018 3:05 PM
To: DeVos, Betsy; Lee, Ebony; EDCalendar; Blew, Jim
Subject: SAF Roundtable
When: Tuesday, September 25, 2018 2:00 PM-3:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Secretary's Conference Room (OS Managed)

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 21:11:19 +0000
To: Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Coley, Jerine;Brogan, Frank;Botel, Jason;Hilsey, Shaina;Ramirez, Lisa
Subject: Goal 1 Prep for Q3 Quarterly Performance Review

Meet: Goal 1 team members. Prep the OESE Assistant Secretary (Goal 1 Leader) for Dep Sec's Q3 QPR on 8/14/18.

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 21:31:49 +0000
To: Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Coley, Jerine;Brogan, Frank;Botel, Jason;Hilsey, Shaina;Ramirez, Lisa;Ryder, Ruth;Collett, Johnny;Wooten, Michael;Cordes, Bill;Viana, Jose;Goetz, Braden;Richey, Kimberly;Hammer, Victoria;Terpak, Kelly;Morrow, Jean;Miceli, Meredith;Newman, Sarah;Rooney, Patrick;Dirrigl, Mary Louise;Suarez, Debra;'Brock, Thomas';Stanton, Craig;Blew, Jim;Sathya, Soumya;Meeley, Kathryn;Galiatsos, Ann Margaret;Anderson, Margo;Sauri, Corinne;Braga, Leticia;Hinton, Anna
Subject: Goal 1 Prep for Q3 Quarterly Performance Review

Please see call-in information:

(b)(6)

Meet: Goal 1 team members. Prep the OESE Assistant Secretary (Goal 1 Leader) for Dep Sec's Q3 QPR on 8/14/18.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Sep 2018 23:37:29 +0000
To: Botel, Jason
Subject: jason personal appointment

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 23:30:32 +0000
To: Botel, Jason
Subject: jason personal call?

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: ED_Reform
Sent: 7 Aug 2018 18:16:45 +0000
To: ED_Reform;Billups, Angela;Webster, Douglas;Sheriff, Jennifer Lincoln;Borden, Chontelle;Hairfield, James;Lewis, Sherese;Rosier, Chris;Manning, Matthew;Moore, Michele;Davis, Lisa;Safranek, Ellen;Outland, Frances;Bolton-Smith, April;Lawrence, Mack;Merrill, David;Wood, Gary;Osineme, Sylvester;Heath, Cynthia;Dempster, Carolyn;Matthews, Gail;Dyson, Chris;Guo, Lihong;Smith, Patrick;Luster, Phillip;Wen, Emily;Gilroy, Jeanne;Romeo, Nadley;Juengst, Phillip;Fehrman, Karl L;Mason, Chanel;Harless, Charles;Madsen, Stephen;Ewell, Mae;Hylton, Andre;Gray, Jason;Kim, Ann;Grillier, Alana;Hill, Allen;Morgan, Justin;Lopez, Luis;Erdelyi, Tom;Olufemi, Cyril;Shanefelter, Chris;Claiborne, Christopher;Hernandez, Steven;Andre, Douglas;Ader, Robert;Kulbashny, Roman;McDonald, Walter;Corey-Bey, Steven;Faircloth, John;Hammersmith, Carollynn;Butler, Angela;Jung, Britt;Ghadiali, Neil;Al-Faleh, Jamal;Amaro, Felix;Seguin, Marc;Gibbs, Jessica;Grace, Richard;Marth, Richard;Sharma, Vijay;Bhatia, Veena;Bailey, Nathan;Miller, Daniel J;Zimmermann, Jacquelyn;Mould, Jim;Bates, Monica;Honeysett, Adam;Ashe, Anya;Apostolides, Melissa;Stratman, Karen;Watkins-Foote, Kimberly;Kumi, Aba;Fowler, Anthony;Malico, Melinda;Battle, Sandra;McHugh, Erin;Talbert, Kent;Zais, Mitchell;Anderson, Margo;Cronin, Hilary;Crowe, Ayisa;Robinson, Mark;Scott, Janet;Miller, Meredith;Otter, Tina;Downey, David;Holloman, Ronelle;Pettiford, Alfreida;Romero, Pedro;Benbow, Susan;Chinn, Insuk;Jackson, Christine;Botel, Jason;Brogan, Frank;Cohen-Boyer, Gillian;Ramirez, Lisa;Washington, Mark;Curet-Rivera, Luz;Hunter, Tina;Hall, Marilyn;Taliaferro, Jason;Walls, Kristen;Proctor, Tammy;Cantrell, David;Kesner, Paul;Dickard, Norris;Gillette, Lisa;Miceli, Roberta;Rooney, Patrick;Butler, James;Schmidt, Ashlee;Johnson, Patricia;Muhammad, Faatimah;Wells, Michael;Peasley, Donald;Clark, Jane;Siry, Melissa;Carr, Patrick;Smith, Danielle;Lyles, Sylvia;Ramsey, Tara;Giusti, Alda;Jackson, Stacie G.;Galiatsos, Ann Margaret;Carter, Bonnie;Meeley, Kathryn;Sathya, Soumya;Terpak, Kelly;Dowling, Maureen;Feres, Orman;Howerton, Mia;Richardson, Venitia;Robinson, Vicki;Wilson, Richard;Hinton, Anna;Nash, Elson;Todd, Jennifer;Abramczyk, Nicholas;Oppenheim, Peter;Petersen, Molly;Wilson, Linda;Zarish-Becknell, Kim;Carter, Denise;Davis, Wanda;Chew, Michael;Green, Bianca;Simmons, James K.;Smith, Richard;Barclay, Valarie;Cutler, Samantha;Darby, LaJuan;Ritter, Kimberly;Drew, Denise;Gray, Leslie;Styles, Kathleen;James, Gary;Stader, Jim;Blue, Kathy;Senecal, Lisa;Strambler, Christopher;Hochberg, Mark;Cogdill, David;Maddox, Jackie;Rapley-Rose, DeNeen;Arrington, Angela;Hawes, Michael;King2, Dale;Smith, Gregory;Lautenbacher, Jason;Ramakis, Jessica;Kean, Larry;Dronfield, Mark;Robin, LaShaun;Witherspoon, Elizabeth;Cordes, Bill;Simpson, Daniel;Hammer, Victoria;Greene, Matthew;Alvino, Lynn;Bloom, Lauren;Dursin, Christopher;Sciarra, Valerie;Scites, Deborah;Anderson, Judith;Cohen, Larry;Lanauze, Milagros;Levy, Margaret;Rhoads, Kelly;Soper, Ian;Zawada, Michael;Baldinger, Alan;Bauer, Rachael;Carpenter, Mike;Carroll, Kimberly;Mahan, Shannon;McMahon, Sean;Mercer, Bob;Perkins, Hillary;Sisson, Claire;Ward, Christopher;Wilson, James;Briscoe, Eleanor;Collins, Laurie;Gregory, Wava;Tabor, Hillary;Abrams, Andrew;Lee, Erica;Bogart, Joanne;Yan, Jean;Fu, Brian;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Chester, LaVerne;Dedert, Mitchell;Dixon, Cindy;Pollard, Monique;McLaughlin, Maureen;St.Pierre, Tracey;Winters, Deborah;Catoe, Tracy;Mayes, Edgar;Akins, Karen;Hill, Paula;Ballard, Rene;Doyle, Jim;Livingston, JoAnne;Nevarez, Rafael;Crum, Laurette;Guenther, Margaret;Houser, Jim;O'Neill, Alexis;Stevens, Sharon;McMillian-Roberts, Kathleen
Subject: Leading Through Change | Roundtable Discussion

AMERICAN OVERSIGHT

Please accept the invite for the session you plan to attend.

Leading Through Change

Roundtable Discussions *for* Managers and Supervisors

Thursday, August 23, 2018

11:00 AM – 12:00 PM
PCP Conference Room 10038

1:00 PM – 2:00 PM
LBJ Training and Development Center – 1W105/108

Meet with your colleagues across the Department to discuss your strategies and the challenges and opportunities that the coming reorganizations may present.

Kathleen McMillian-Roberts Ph.D. will facilitate a group discussion for managers and supervisors in the POCs affected by the Phase I reorganization.

Be sure to grab a seat around the table!

If you require a reasonable accommodation to participate, please contact Karolyn Cook by email at Karolyn.Cook@ed.gov by August 16.

AMERICAN OVERSIGHT

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Sent: 7 Aug 2018 18:25:34 +0000
To: ED_Reform;Billups, Angela;Webster, Douglas;Sheriff, Jennifer Lincoln;Borden, Chontelle;Hairfield, James;Lewis, Sherese;Rosier, Chris;Manning, Matthew;Moore, Michele;Davis, Lisa;Safranek, Ellen;Outland, Frances;Bolton-Smith, April;Lawrence, Mack;Merrill, David;Wood, Gary;Osineme, Sylvester;Heath, Cynthia;Dempster, Carolyn;Matthews, Gail;Dyson, Chris;Guo, Lihong;Smith, Patrick;Luster, Phillip;Wen, Emily;Gilroy, Jeanne;Romeo, Nadley;Juengst, Phillip;Fehrman, Karl L;Mason, Chanel;Harless, Charles;Madsen, Stephen;Ewell, Mae;Hylton, Andre;Gray, Jason;Kim, Ann;Grillier, Alana;Hill, Allen;Morgan, Justin;Lopez, Luis;Erdelyi, Tom;Olufemi, Cyril;Shanefelter, Chris;Claiborne, Christopher;Hernandez, Steven;Andre, Douglas;Ader, Robert;Kulbashny, Roman;McDonald, Walter;Corey-Bey, Steven;Faircloth, John;Hammersmith, Carollynn;Butler, Angela;Jung, Britt;Ghadiali, Neil;Al-Faleh, Jamal;Amaro, Felix;Seguin, Marc;Gibbs, Jessica;Grace, Richard;Marth, Richard;Sharma, Vijay;Bhatia, Veena;Bailey, Nathan;Miller, Daniel J;Zimmermann, Jacquelyn;Mould, Jim;Bates, Monica;Honeysett, Adam;Ashe, Anya;Apostolides, Melissa;Stratman, Karen;Watkins-Foote, Kimberly;Kumi, Aba;Fowler, Anthony;Malico, Melinda;Battle, Sandra;McHugh, Erin;Talbert, Kent;Zais, Mitchell;Anderson, Margo;Cronin, Hilary;Crowe, Ayisa;Robinson, Mark;Scott, Janet;Miller, Meredith;Otter, Tina;Downey, David;Holloman, Ronelle;Pettiford, Alfreida;Romero, Pedro;Benbow, Susan;Chinn, Insuk;Jackson, Christine;Botel, Jason;Brogan, Frank;Cohen-Boyer, Gillian;Ramirez, Lisa;Washington, Mark;Curet-Rivera, Luz;Hunter, Tina;Hall, Marilyn;Taliaferro, Jason;Walls, Kristen;Proctor, Tammy;Cantrell, David;Kesner, Paul;Dickard, Norris;Gillette, Lisa;Miceli, Roberta;Rooney, Patrick;Butler, James;Schmidt, Ashlee;Johnson, Patricia;Muhammad, Faatimah;Wells, Michael;Peasley, Donald;Clark, Jane;Siry, Melissa;Carr, Patrick;Smith, Danielle;Lyles, Sylvia;Ramsey, Tara;Giusti, Alda;Jackson, Stacie G.;Galiatsos, Ann Margaret;Carter, Bonnie;Meeley, Kathryn;Sathya, Soumya;Terpak, Kelly;Dowling, Maureen;Feres, Orman;Howerton, Mia;Richardson, Venitia;Robinson, Vicki;Wilson, Richard;Hinton, Anna;Nash, Elson;Todd, Jennifer;Abramczyk, Nicholas;Oppenheim, Peter;Petersen, Molly;Wilson, Linda;Zarish-Becknell, Kim;Davis, Wanda;Chew, Michael;Green, Bianca;Simmons, James K.;Smith, Richard;Barclay, Valarie;Cutler, Samantha;Darby, LaJuan;Ritter, Kimberly;Drew, Denise;Gray, Leslie;Styles, Kathleen;James, Gary;Stader, Jim;Blue, Kathy;Senecal, Lisa;Strambler, Christopher;Hochberg, Mark;Cogdill, David;Maddox, Jackie;Rapley-Rose, DeNeen;Arrington, Angela;Hawes, Michael;King2, Dale;Smith, Gregory;Lautenbacher, Jason;Ramakis, Jessica;Kean, Larry;Dronfield, Mark;Robin, LaShaun;Witherspoon, Elizabeth;Cordes, Bill;Simpson, Daniel;Hammer, Victoria;Greene, Matthew;Alvino, Lynn;Bloom, Lauren;Dursin, Christopher;Sciarra, Valerie;Scites, Deborah;Anderson, Judith;Cohen, Larry;Lanauze, Milagros;Levy, Margaret;Rhoads, Kelly;Soper, Ian;Zawada, Michael;Baldinger, Alan;Bauer, Rachael;Carpenter, Mike;Carroll, Kimberly;Mahan, Shannon;McMahon, Sean;Mercer, Bob;Perkins, Hillary;Sisson, Claire;Ward, Christopher;Wilson, James;Briscoe, Eleanor;Collins, Laurie;Gregory, Wava;Tabor, Hillary;Abrams, Andrew;Lee, Erica;Bogart, Joanne;Yan, Jean;Fu, Brian;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Chester, LaVerne;Dedert, Mitchell;Dixon, Cindy;Pollard, Monique;McLaughlin, Maureen;St.Pierre, Tracey;Winters, Deborah;Catoe, Tracy;Mayes, Edgar;Akins, Karen;Hill, Paula;Ballard, Rene;Doyle, Jim;Livingston, JoAnne;Nevarez, Rafael;Crum, Laurette;Guenther, Margaret;Houser, Jim;O'Neill, Alexis;Stevens, Sharon;McMillian-Roberts, Kathleen
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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Aug 2018 13:28:37 +0000
To: Botel, Jason;Rosenfelt, Phil;Washington, Mark
Subject: Meet: OIG's audit of OIE

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From: Botel, Jason
Sent: 6 Sep 2018 15:47:16 +0000
To: Botel, Jason;Geddes, Claire
Subject: Meet: Reorganization

Canceling until you get back to me after you return from leave, per your email. Thanks

Hi Jason,

I am on the Charter Schools Team, and in our meeting with you, you offered to meet one-on-one regarding the reorganization.

I would like to take you up on your offer.

Please let me know your availability.

Thank you,

Claire Geddes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 19:25:34 +0000
To: Botel, Jason;Ross, Chareese
Subject: Meet:

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From: Dowling, Maureen
Sent: 9 Oct 2018 17:53:45 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Cc: Seugling, Carolyn
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Integration Works for Everybody

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Purdy's Lane
Belfast
BT8 7AR

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ief INTEGRATED EDUCATION FUND

Strategic Vision 2018–2021

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ED-17-0431-F-003503

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ED-17-0431-F-003504

Our Vision

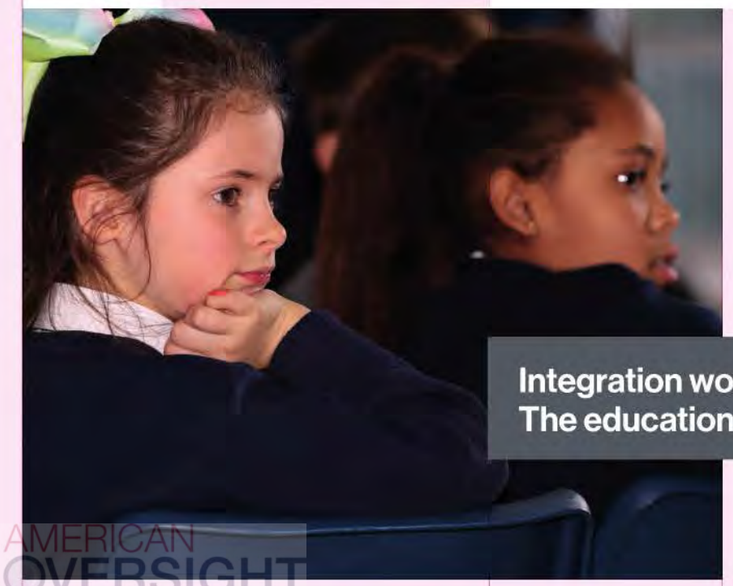
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003505

Where We Are Now:
Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

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Where We Want To Be:
Integrated and Effective

ED-17-0431-F-003506

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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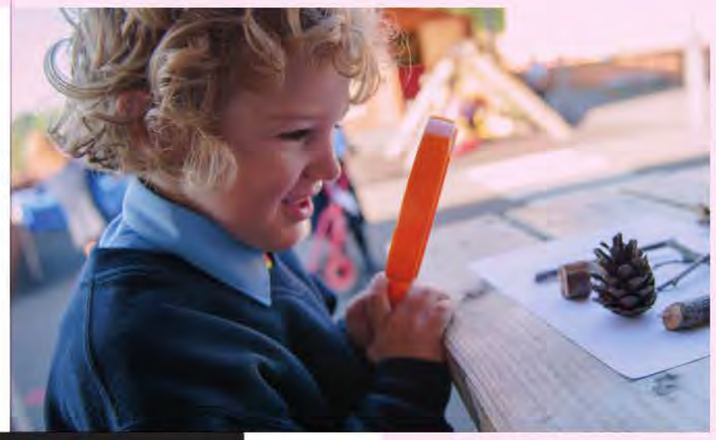
How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003511

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
IEF	Integrated Education Fund
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
NICIE	Northern Ireland Council for Integrated Education

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Strategic Vision 2018–2021

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Charity Commission for Northern Ireland NIC104886

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ED-17-0431-F-003513

From: Dowling, Maureen
Sent: 9 Oct 2018 17:53:35 +0000
To: Dowling, Maureen;McLaughlin, Maureen;Lee, Ebony;Ramirez, Andrea;Talbert, Kent;Snow, McKenzie;Rosenfelt, Phil;Trachman, William;Zimmermann, Jacquelyn;Binder, Isadora;Morrisey, Jenay;Allen, Pamela;Jones, Gary;Thompson, Brian;Botel, Jason;Blew, Jim
Cc: Seugling, Carolyn
Subject: Meeting with Baroness May Blood (See attached additional information) (RSVP NECESSARY)
Attachments: bmb jacket.doc, IEF Background Sept 18.docx, IEF Strategic Vision 20pp A4 2018.pdf

Dear Colleague,

Per your interest, please feel free to join Maureen McLaughlin and me for a meeting with Baroness May Blood and others from Northern Ireland to learn about the Integrated Education Movement in Northern Ireland.

As noted in the attached document: "Parents create integrated schools, not government. Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion."

Feel free to forward this to other ED colleagues who you think may have an interest in this topic. If necessary, I am happy to arrange for a larger room to accommodate interest. **However, please note that an RSVP (via Outlook) is necessary.**

Members of the delegation

- Baroness May Blood, Campaign Chair of the Integrated Education Fund, Northern Ireland, United Kingdom (see attached bio)
- Paul Caskey, Head of Campaign and Policy, Integrated Education Fund, Northern Ireland
- Richard Cushnie, First Secretary, Deputy Director, Northern Ireland Bureau, Washington, DC
- Norman Houston (tentative) Director, Northern Ireland Bureau, Washington, DC

Additional background information

Baroness May Blood bio
Integrated Education Fund Background
Integrated Education Fund Strategic Plan

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Maureen

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Baroness May Blood Profile

May Blood grew up in a working-class area of Belfast, the richness of family life and strong sense of community more than compensating for the lack of material possessions. At the age of fourteen she became a mill worker and eventually got involved in the trade union movement, struggling to improve working conditions and advance the role of women.

The advent of the Troubles in Northern Ireland was a deeply traumatic experience for her. Brought up in a 'mixed' community she watched in disbelief and horror as that community disintegrated under the impact of inter-communal violence. She became increasingly involved in grassroots community work and an active participant in the developing `peace process'.

In 1999 in recognition of her years of trade union and community endeavors, May Blood was offered a life peerage and a seat in the House of Lords. Her initial response was to decline the offer, for to her the House of Lords was a place where rich old men sat around and slept all day, a place far removed from the everyday realities of working-class Belfast. Nevertheless, she took her seat, hoping that, as 'Baroness May Blood', she could advance the causes she holds so dear.

She has lived to see the end of the Troubles, but a society still deeply divided and one still needing people with her undiminished energy and commitment.

May is the Campaign Chair of the Integrated Education Fund in Northern Ireland, a position she has held since 2002. She has helped to raise over £20 million to support the development and growth of integrated schools where children of all faiths or none are educated together in an environment where religious and cultural diversity is celebrated and encouraged.

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Integrated Education Campaign – Key Facts – Sept 2018

The Integrated Education Movement began in the 1970s when a group of parents came together to argue for change in our education system that would enable more Catholic and Protestant children to be educated together in the same schools. This campaigning group was called All Children Together. They did not set out to create a whole new sector of schools but to encourage existing schools to become integrated. When no schools emerged, they decided to establish their own such school.

The first integrated school, Lagan College, opened in 1981, with 28 pupils in a scout hut on the outskirts of Belfast with no initial government funding. Today that same school is fully government funded and educates over 1,100 children. It is also the most oversubscribed school in Northern Ireland.

The Integrated Education Fund, established in 1992, has contributed more than £25 million in grants to support the growth and development of integrated education.

Since 1998, and the launch of the Integrated Education Fund's first 10 Year Development Plan, the number of integrated schools has grown from 45 to 65, and the provision of places in integrated schools has grown from 3% to 7% of the school population.

Today there are over 23,000 children in integrated schools.

There are currently 65 integrated schools, 20 are colleges (age 11-18) and 45 are primary schools (age 4-11). In addition, there are 19 integrated playgroups/nurseries for 3 and 4 year olds.

Independent opinion polls and surveys have always demonstrated a far greater demand for integrated school places than are currently provided. A majority of people continually express their preference for mixed religion schooling (around 70%). Even allowing for opinion polls to express more moderate opinion, the gap between desire and supply is vast.

Parents create integrated schools, not government. Parents have either set up new schools on 'greenfield' sites or they have voted by parental ballot to 'transform' an existing school into an integrated school. Approximately one third of all integrated schools are schools that transformed to integrated status.

Integrated schools seek to provide an inclusive and integrated ethos in the school as well as a religious and cultural mix of pupils from different backgrounds. Catholic children are supported and prepared for the sacraments. Protestant children undertake bible studies. Other world religions are also explored and celebrated. Integrated schools are not secular and encourage participation of different faiths in school life and festivals, as well as respecting those children of no religion.

Many integrated schools also have a 'social class mix' as well as religious mix – on average around 23% of children are eligible for free school meals.

There is considerable independent evidence demonstrating that integrated education makes a positive contribution to social attitudes, intergroup contact and friendship across the community divide.

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Strategic Vision 2018–2021

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ED-17-0431-F-003518

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ED-17-0431-F-003519

Our Vision

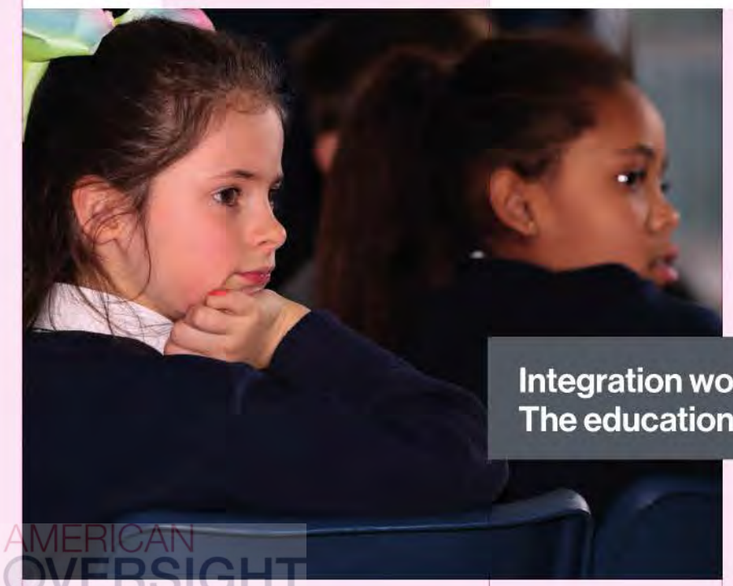
A Northern Ireland where, increasingly, children from different traditions learn and play together at school, helping to build a society where there is respect and celebration, not fear, of religious and cultural diversity.

The Integrated Education Fund (IEF) shares the vision, held by the overwhelming majority of people in Northern Ireland, of a united community and a shared future. Many believe that more integration and mixing between communities are essential to building a better and more reconciled society.

67% of people want more integrated education (LucidTalk 2018) - where children from Protestant, Catholic, other faith backgrounds and none, are educated together in the same schools and where the symbols, ethos and traditions of the entire community are valued and respected.

The IEF sees the development of more integrated education in a reformed education system as an essential ingredient of this future –a system which also ensures that young people, including newcomer pupils, LGBTQ pupils, and pupils with additional needs, feel confident and welcome in the school environment. The IEF wants an education system which fully prepares its young people to contribute positively to a modern democracy and be successful citizens in an increasingly complex global society.

The aspiration of parents for more integration must be acted upon. To achieve this needs meaningful reform of the way education is planned, managed and delivered. There have been too many well intentioned projects and minor adjustments which do not sufficiently impact on the core nature of Northern Ireland's archaic, segregated system of schools.



**Integration works for everybody.
The education system needs to change.**

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ED-17-0431-F-003520

Where We Are Now:
Divided and Costly

Children attend different schools according to their religious or cultural background	More children of all religious and cultural backgrounds attend and feel welcome in the same school
93% of schools reflect largely one religious or cultural tradition	30% of children attend integrated schools by 2031
Two separate education systems for Catholics and Protestants	One education system for everyone
Two separate statutory planning authorities for schools	One statutory planning authority for schools
Two separate teacher training colleges	One single teacher training system
7 separate government funded school sector support bodies	One single education authority supporting all sectors
71,000 empty school desks due to over-provision of places	Reduced empty desks through cross community solutions
400 schools (30% of all schools) in financial deficit	More funding for schools through reducing costly over-administration
No measurement of parental preference for type of school	School planning includes parental preference for type of school
New schools presumed separate schools	New schools are presumed integrated
Housing and education planning takes place separately	Mixed housing and integrated education are planned together
Recruitment of teachers is exempt from Fair Employment legislation	Fair Employment legislation extended to recruitment of teachers

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Where We Want To Be:
Integrated and Effective

ED-17-0431-F-003521

The Benefits of Integrated Education

1. Social Benefit: Positive Attitudes

Independent research indicates that children who attend integrated or mixed religion schools are more likely to have positive social attitudes to, and have more friendships with, pupils with a different background to their own.

Integrated schools are more likely to reflect the makeup of society at large, thus helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment.

2. Educational Benefit: Preparation for Life

The development of integrated schools has demonstrated that people from all religious, cultural and social backgrounds can work, learn and play together, successfully. It has contributed to the growing acceptance that learning together can enhance an educational experience, adding value to a child's education.

This is not just evidenced by integrated schools. Schools of all types have sought to engage in cross community projects and shared education for decades, because of the very benefits they believe it can bring.

3. Economic Benefit: Effective and Efficient

Maintaining separate school systems based on religious or cultural background comes at a high price for government and many local communities. Having too many schools with too few pupils can make ineffective and inefficient use of resources and put these limited resources under further budgetary pressure. More children attending the same schools which respect and celebrate all traditions will help alleviate some of these pressures.

Moreover, a school system based more on integration would eventually reduce the need for external charitable funding as integration would be mainstreamed, and cross community work would no longer be an 'add on'; it would be an integral part of every school day.

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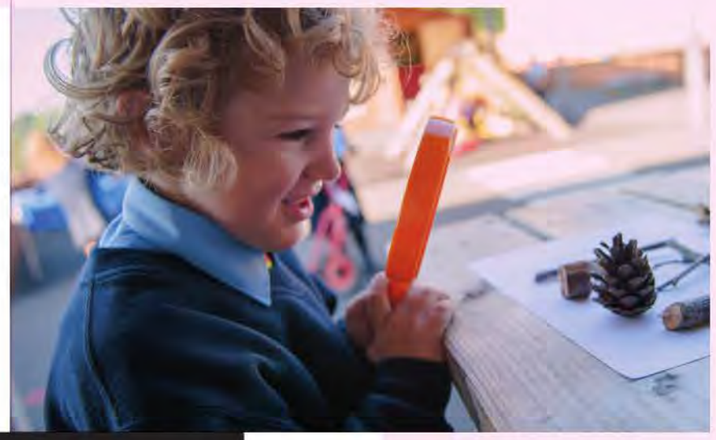
DOJ-17-0431-F-003522

How Can We Make Change Happen?



1. Empowering Parents

The majority of parents in Northern Ireland aspire to integrated education.

Parents want to send their children to what they believe are the 'best schools'.

However, would any school perform less well if it welcomed, and included pupils, teachers and governors from different religious and cultural backgrounds?

Most parents think not, but do not know how they can become involved in creating such a positive change. Even fewer know that legislation allows parents to initiate a process of change in their school, and that almost any school is able to transform to integrated status.

25 schools have already successfully transformed, a number of which are the fastest growing schools in Northern Ireland.

The 'Integrate My School' initiative of the IEF is an innovative way for parents to register their support for integrated status for their child's school.

'Integrate My School' has been created to enable parents to gain information and declare their support whilst providing confidentiality and anonymity in the process.

When 20% of parents from the same school register then, by law, their school must at least consider transforming to integrated status and hold a secret ballot of parents. Schools can only transform with parental support and approval.

Hundreds of parents have already declared their support and there are schools across Northern Ireland of all management types exploring transformation, including Catholic, Controlled and Grammar.

Education planning and provision in Northern Ireland must engage not only with existing education providers and their sectoral bodies, but also with local communities. Local community groups and organisations have an important role to play in our society and are often well placed in understanding the needs of a local area.

To best reflect the needs of communities, education planners need to implement an independent consultation and audit to measure demand for the type of schools in any given area.

The IEF, working with the Education Authority and other education sectors, has invested in piloting a number of local area based consultations and audits across Northern Ireland. This work provides an evidence based approach which we want to see refined and adopted as part of any area based planning process.

The IEF aims to:

Increase awareness among parents of how they can make change happen

Increase the number of parents registering their support for 'Integrate My School'

Increase the level of engagement, awareness and support for integrated education solutions amongst local community groups

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ED-17-0431-F-003523

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2. Empowering Schools

The IEF and the Northern Ireland Council for Integrated Education (NICIE) will support any school in Northern Ireland embarking on the journey to integrated status.

The Department of Education (DE) has a statutory duty to "encourage and facilitate" integrated education and, following a successful legal challenge by Drumragh Integrated College in 2014, now "needs to be alive to this duty at every level, including the strategic".

New guidance from the DE published in 2017 and entitled *Integration Works* provides a positive and encouraging framework for all schools seeking to transform.

NICIE will provide additional advice and practical support for any school seeking integrated status.

The IEF will provide further support through a focused grant programme which will provide financial assistance to schools exploring and embarking on transformation.

Integrated schools do not receive any additional funding from the DE simply for being integrated. The IEF will continue to support all integrated schools in their development, with particular regard to those integrated schools increasing their enrolments in response to demand. Growth brings with it many challenges and the IEF is often needed to pump prime this growth through the provision of additional teaching resources, equipment and even accommodation until such time as the DE provides the necessary funding.

An integrated ethos does not happen by simply having a mix of pupils. Schools need to continually consider ways to deliver integration in practice. They need to not only reflect on but also develop their practice to ensure all pupils, staff and governors feel welcome and their identity is celebrated, irrespective of their cultural or religious background.

The IEF aims to:

Encourage all schools to consider the new Department of Education guidance *Integration Works* and support them on their transformation journey to integrated status

Support growth in existing integrated schools to enable parents to access an integrated education for their child

Strengthen ethos by supporting work in integrated schools that celebrates diversity

3. Effecting Policy Change

The IEF wants to see a day when it is no longer needed. That will only happen when integrated education is adequately planned for and the parental demand for it is being met. To bring this day closer we need to continually work with policy makers, influencers, politicians and government. To answer the widespread desire for integrated education, we need to see a government strategy with ambitious targets to grow the numbers of pupils in integrated schools. This strategy needs to be reflected in education planning and in a commitment to reform the structure of the education system.

The 2016 *Independent Review of Integrated Education*, commissioned by the Minister of Education, recommended a series of steps to support the growth and development of integrated education - adopting these steps would go some way to progressing the IEF vision of the future education system.

To contribute to a more united community and to ensure the most efficient use of the resources available in education the Government must commit to developing integrated education through a **growth strategy**, major **structural change** and **other specific measures**.

Growth Strategy

- The Government should set a **target** to increase the percentage of pupils in integrated schools from **7% to 10% by 2021**, and to **30% by 2031** and plan to meet it.
- The Government plan should include strategic use of the £500m **Stormont House Agreement Funding** for capital development of shared and integrated education.
- The Education Authority should make integrated education the priority focus of the **area planning** process where there is clear demand. Planning teams should work with communities and challenge vested interests to ensure such a focus.
- There should be a presumption that any **new schools to be established should be integrated**, subject to community consultation.

Structural Change

- There are currently two separate statutory planning authorities for education provision in Northern Ireland (the Education Authority and the Council for Catholic Maintained Schools). There should be **one single authority** for the administration and planning of education.
- The DE should develop and introduce a single **model of governance** for all schools in Northern Ireland, representative of the wider community and of a range of skills and perspectives.
- The Government should end the duplication and segregation of initial teacher training and establish a **single teacher training system** open to students of all religions and none.

Other Specific Measures

- The **'Section 75'** non-discrimination provisions of the Northern Ireland Act (1998) should be extended to cover all schools.
- **Fair employment legislation** should be extended to cover the recruitment of teachers.
- Equality and inclusivity should become issues considered in the process of **inspection of schools**.
- Integrated education should be a significant consideration in the **planning of new housing** developments, and the Department for Communities and the Department of Education should establish **a collaborative, strategic approach to mixed housing and integrated education**.

The IEF aims to:

Engage with policy makers, political leaders and government to present the case for building a quality education system based on greater integration

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How Much Will It Cost?

Key Area	Objectives and Targets	Costs
Empowering Parents	Support awareness raising and engagement with parents Increase parental registrations through the 'Integrate My School' website, supporting change to integrated status Hold 30 workshops / focus group meetings with parents Undertake a minimum of 12 micro-polls and surveys to measure and demonstrate parental demand Host 15 information events for parents Organise 9 regional information events for schools Advocate for community consultation to be part of area planning of schools Organise a further pilot community consultation to demonstrate how such consultations can be carried out effectively Hold 30 meetings with local community groups Be represented at 15 community events	**£0.800m**
Empowering Schools **A. Integration Works: Transforming Schools Support Programme**	Encourage all schools to consider the benefits of the new Department of Education guidance *Integration Works* Provide a grant programme supporting at least 15 schools which are exploring or starting the journey to integrated status Support at least 15 existing and growing transformed schools Help to provide an estimated additional 2,500 integrated places in transformed schools over three years	**£0.475m**
B. Going for Growth: Existing Integrated Schools Support Programme	Support 15 growing integrated schools Support 3 integrated schools submitting a Development Proposal for growth to the Department of Education Support the development of at least 3 new integrated pre-school facilities Support the growth of integrated school places in existing integrated schools by over 2,500 additional pupils over three years	**£0.400m**
C. Strengthening Integrated Education	Support 'Integration in Practice' in integrated schools through targeted grant making and the Carson Awards Programme Share and disseminate development models of best practice in integrated schools Strengthen and deepen integrated education by supporting work which recognises and respects diversity and ensures that young people, including newcomer pupils, those with additional needs and LGBTQ pupils, feel confident and welcome in the school environment Support the development of the Integrated Alumni Association of former students and supporters as advocates and ambassadors	**£0.340m**

Key Area	Objectives and Targets	Costs
Effecting Policy Change	Secure support for the IEF's 2018 Alternative Manifesto which sets out the Fund's aims for reform of the NI education system and maps out steps for structural change which will ultimately bring about the growth of integrated education Bring about a positive change in government policy towards integrated education, raise awareness of transformation and encourage even more positive attitudes from parents, existing schools and government agencies towards integration	**£0.370m**
Major Gift Fundraising	Implement a fundraising campaign, supported by a volunteer Campaign Council, to reach a target of £3.600m over three years to provide the finance to deliver the IEF's three year Strategic Vision	**£0.565m**
Grant Making, Administration and Operating Costs	Provide effective and efficient grant making, administration and operational support for the IEF	**£0.650m**
	Total Campaign Target Over 3 Years 2018 - 2021	**£3.600m**

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ED-17-0431-F-003526

The IEF's Commitment

We will:

- Empower parents to express their support for integrated education
- Empower local communities to be an essential part of education planning to help ensure the types of schools provided reflect the wishes of the local community
- Encourage and support all schools considering transformation to integrated status
- Continue to support the growth and development of integrated school places in response to parental demand to secure an initial 10% of all school places by 2021 and a government target of 30% by 2031
- Support extending Fair Employment and Equality Legislation to schools
- Support a duty on all schools to be inclusive spaces in policy and practice
- Support a single model of school governance representative of the wider community
- Support a single authority for the administration and planning of education
- Support a single teacher training system

Glossary

DE	Department of Education
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LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
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Strategic Vision 2018–2021

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ED-17-0431-F-003528

From: Petracca, Ronald
Sent: 15 Aug 2018 16:18:26 +0000
To: Petracca, Ronald;Botel, Jason;Webster, Douglas;Alepohoritis, Yianni
Subject: North Carolina New School Briefing

The purpose of this meeting is to provide a background briefing on the proposed settlement of the North Carolina New Schools Bankruptcy matter, an issue that implicates three OII grants. If all has gone well, t here there is a call-in # provided. I will add a room and briefing materials in an update -- just learning to set up Skype meetings, but don't quite have the proficiency to do everything in a single effort.

Join online meeting

Join by Phone

(b)(6) Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN?

AMERICAN OVERSIGHT

From: Johnson, Eugene (Contractor)
Sent: 29 Aug 2018 16:58:06 +0000
To: Johnson, Eugene (Contractor);Norris, Elizabeth;Ofodile-Carruthers, Nkemjika;Okahara, Kim;Rinkus, Christopher;Botel, Jason;Woodard, John;Hammersmith, Carollynn;Ylizarde, David (Contractor);Kwari, Nicholas;Jefferson, Justin;Nguyen, Kim;Smith, Dan (Contractor)
Cc: McDonald, Walter;Willoughby, Leslie
Subject: OESE-OII Consolidation Discussion

OESE-OII Site Consolidation Discussion

Agenda:

1. Introductions
2. Overview/Status of Site Consolidation Effort
3. Discuss schedule and timeframes
4. Discuss support needed
5. Next Steps
6.
7.

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From: Washington, Mark
Sent: 8 Aug 2018 20:52:25 +0000
To: Washington, Mark;Cantrell, David;Muhammad, Faatimah;Sathya, Soumya;Smith, Jamila;Meeley, Kathryn;Walls, Kristen;Schmidt, Ashlee;Blew, James;Okahara, Kim;Rinkus, Christopher;Ramsey, Tara;Miceli, Roberta;Wells, Michael;Williams, Bryan;Brogan, Frank;Smith, Danielle;Botel, Jason;Johnson, Patricia;Foy Moss, Rita;Lyles, Sylvia;Robinson, Vicki;Taliaferro, Jason;Peasley, Donald;Rooney, Patrick;Howerton, Mia;Nash, Elson;Hunter, Tina;Carter, Bonnie;Hall, Marilyn;Ramirez, Lisa;Hernandez-Marshall, Angela;Safranek, Ellen;Curet-Rivera, Luz;Hinton, Anna;Proctor, Tammy;Galiatsos, Ann Margaret;Gillette, Lisa;Carr, Patrick;Dickard, Norris;Meyertholen, Patricia;Cohen-Boyer, Gillian;Kesner, Paul;Butler, James;Siry, Melissa
Subject: OESE-OII Reorg Implementation Workgroups: Kick-off and Assisgnments

Colleagues – as a follow-up to our meeting on July 23, 2018 and the survey you completed to identify your workgroup interests—please join us on this coming Friday to discuss the rollout of the reorg implementation workgroups. We will discuss results from the surveys you completed, leadership assignments, membership composition and overarching objectives, norms and deliverables for this effort. While we would appreciate your attendance in person, a conference line has been provided as well. Hope you can attend. Best, Mw

Please see call-in information:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Oct 2018 13:24:07 +0000
To: Botel, Jason;Rinkus, Christopher
Subject: Performance Review

AMERICAN OVERSIGHT

From: Stillwell, Robert
Sent: 2 Oct 2018 19:28:30 +0000
To: Stillwell, Robert;Suarez, Debra;Tucker, Michelle;Vitelli, Edward;Watts, Gaby;Wooten, Michael;Anderson, Margo;Blew, Jim;Byrd-Johnson, Linda;Crawford, Ray;Ellis, Kathryn;Essex, Adam;Fortelny, Gregory;Funkhouser, Janie;Goetz, Braden;Greene, Matthew;Hammer, Victoria;Ivatts, Katrina R.;Jones, Diane;Kennedy, Lauren;Kissel, Adam;Maestri, Phil;Mahaffie, Lynn;Manning, James;O'Brien, Marianna;Otter, Tina;Patterson, Charles;Sauri, Corinne;Shields, Trina;Smith, George.Alan;Smith, Kathleen;Solares, Grace;St. Clair, Catherine;Stanton, Craig;Stump, Scott;Terpak, Kelly;Washington, Mark;Adams, Bernadette;Botel, Jason;Braga, Leticia;Thomas.Brock@ed.gov;Brogan, Frank;Clark, Jane;Collett, Johnny;Dirrigl, Mary Louise;Galiatsos, Ann Margaret;Hinton, Anna;Kavulic, Christy;Kilby-Robb, Patricia;Meeley, Kathryn;Miceli, Meredith;Newman, Sarah;Norris, Elizabeth;Ramirez, Lisa;Richey, Kimberly;Rinkus, Christopher;Rooney, Patrick;Ryder, Ruth;Sadeghi, Lisa;Sathya, Soumya;Shackel, Erin;Churchwell, Nikki;Clarke, Angela;Cline, Kelly;Commons, Daniel;Fare, John;Gray, Jason;Hawes, Michael;Jung, Britt;Kean, Larry;Kim, Ann;Koumare, Tracy;Ramakis, Jessica;Rodrigue, Tiina;Santy, Ross;Willoughby, Leslie;Worthington, Kelly;Butler, Angela;Carter, Denise;Cook, Karolyn;Crowner, Quasette;Eitel, Robert;Green, Bianca;Harper, Geoffrey;Juengst, Phillip;Lahey, Alisa;Malawer, Hilary;McFadden, Elizabeth;Peterman, Charles;Ritter, Kimberly;Santucci, Mark;Scannelli, Carol;Smith, Richard;Watkins, Zina;Webster, Douglas
Subject: PIO Quarter 4 Collection Training

Hello all,

This is a training session for persons entering data or narrative information into the PIO's SharePoint collection site. If you do not anticipate accessing the site directly, please feel free to dismiss. Point persons responsible for entering information into the system should join to better understand how the site is organized, how the information is organized, and to understand what the expectations of this collection are. This is a Skype-only meeting. If your goal team would like to set up a separate training for those that will be using the site directly, please reach out and we can set up an in-person training next week.

Thanks you,

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

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(b)(6)

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Oct 2018 15:22:47 +0000
To: Botel, Jason;Ramirez, Lisa;Brogan, Frank
Subject: Premeet: End of Year Slates

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 10 Sep 2018 21:15:58 +0000
To: Talbert, Kent;Eitel, Robert;Miller, Meredith;Conaty, Joe;Stader, Jim;Cordes, Bill;Rosenfelt, Phil;Koeppel, Dennis;Dixon, Doris;McHam, Gerren;Botel, Jason;Ramirez, Lisa;Kesner, Paul;Sullivan, Madeline;Cantrell, David;Dowling, Maureen;Ryder, Ruth;Kissel, Adam;Jones, Diane;Stanton, Craig;Holland, Linda;Ramakis, Jessica;Reynolds, Cody;Carter, Denise
Subject: Response to Hurricane Florence

We may have missed some people, and we can add more down the road.

For this initial meeting please make sure someone from your office can attend.

Thanks!

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 19 Sep 2018 19:07:59 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason;Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;WDCFB6-7C101;Nations, Kayla;Pena, Alexandra;Secretary's Conference Room (OS Managed)
Subject: SAF Roundtable-Jim Blew Intro

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 23:08:26 +0000
Subject: t

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 5 Sep 2018 15:22:01 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason;Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;WDCFB6-7C101;Nations, Kayla;Pena, Alexandra
Subject: Teacher Meeting

AMERICAN OVERSIGHT

From: Toner, Jana C. EOP/OVP
Sent: 30 Aug 2018 16:17:03 +0000
To: Toner, Jana C. EOP/OVP;Egeland, Sara L. EOP/OVP;Fuller, Clayton M. EOP/OVP;Francis, Alric L. EOP/NSC;Botel, Jason;Brickman, Michael;Thompson, Brian
Subject: Title 20 briefing by ED

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 19 Sep 2018 14:47:16 +0000
To: Oppenheim, Peter;Carter, Denise;Talbert, Kent;Petersen, Molly;Botel, Jason;Washington, Mark
Subject: Transportation Services to Hart

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Sep 2018 13:12:01 +0000
To: Botel, Jason
Subject: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Sep 2018 13:12:10 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Sep 2018 14:44:52 +0000
To: Botel, Jason
Subject: Travle to Hart

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 14:58:03 +0000
Subject:

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 26 Jul 2018 15:04:32 +0000
To: Ventimiglia, Eric;Botel, Jason
Subject: Canceled: Jason Botel interviews Todd Avis
Attachments: Avis, Todd.pdf

AMERICAN OVERSIGHT

Todd F. Avis

(b)(6)

tavis@leelanauedgroup.com

CURRENT EMPLOYER

Leelanau Education Group
CEO/President

EDUCATION

State University College at Buffalo
Master of Science in Educational Foundations, 1988

Hillsdale College
Bachelor of Arts, History Major, English Minor, 1984
State of Michigan Provisional Teaching Certificate

PROFESSIONAL POSITIONS HELD

8/08 to 1/13 **Vice President for Education**
American Education Group, Grand Rapids, MI
Designing curriculum and developing schools for students who learn differently

7/07 to 7/08 **Education Consultant**
Todd Avis, LLC, Grand Rapids, MI
Providing educational and leadership consulting services for charter schools

7/98 to 7/07 **Vice President for Education; Director of School Quality**
National Heritage Academies, Grand Rapids, MI
The nation's third largest education management organization supporting 53 schools with 1,100 classrooms and 22,000 students.

7/97 to 6/98 **Principal of Vista Charter Academy**
National Heritage Academies, Grand Rapids, MI
Principalship of 300 student central city elementary school

7/93 to 7/97 **Headmaster of Hillsdale Academy and Editor of *Hillsdale Academy Reference Guide***
Hillsdale College, Hillsdale, MI
Hillsdale College's education reform model elementary school

6/92 to 6/93 – Director of Admission; Teacher of Reconstructive Language
The Gow School, Buffalo, NY
The nation's oldest college preparatory boarding school for dyslexic young men in grades seven through twelve

6/90 to 6/93 – Academic Coordinator
The Gow School Summer Program, Buffalo, NY

8/84 to 6/93 – Teacher, Director of Student Affairs and Coach
The Gow School

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:59:59 +0000
To: Brogan, Frank;Botel, Jason;Hilsey, Shaina
Subject: Celebrate Gillum's' service to America's studetns and our Country

Dear colleagues,

You may have already heard, but this Friday will be my last day at the Department of Education – I have accepted a position in Nashville, TN and will be moving down next week. While I am very excited for this new chapter of my life, I am also saddened to leave working with so many great people here at ED.

It has truly been an honor to work with each of you over the past year and a half. Please continue to stay in touch – you can always reach me at (b)(6) @gmail.com – and let me know if you ever find yourself in Music City!

Cheers,
Gillum Ferguson

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Jul 2018 13:26:51 +0000
To: Botel, Jason
Subject: Congressman Smith Draft

Shaina, I would appreciate if you could please schedule 15 minutes today for you and me to draft some material for Congressman Smith, including some of the information below. Looks like I have time at 2 today. Thanks

On Jul 13, 2018, at 11:57 AM, Foy Moss, Rita <Rita.Foy.Moss@ed.gov> wrote:

Jason,
The topic of Health Education/Physical Health, in general, are both captured resources on the NCSSLE TA Center website. However, feminine hygiene education is not included. A quick search, by NCSSLE, found a study conducted in a public middle school in VA (June 2011) that looked at feminine hygiene waste disposal management , but feminine hygiene education was not part of the study. A link to that report is shown below. Virginia school report: https://www.cdc.gov/niosh/hhe/reports/pdfs/2010-0045-3129.pdf.
Here are a couple of related resources:

- NIH Study Teaching Feminine Hygiene Skills to Young females with Autism Spectrum Disorder and Intellectual Disability: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4893027/
- **How do period-friendly bathrooms help girls stay in school?** https://www.oxfamamerica.org/explore/stories/how-do-period-friendly-bathrooms-help-girls-stay-in-school/

The above resources have been added to the NCSSLE website.

Rita
Begin forwarded message:

From: "Botel, Jason" <Jason.Botel@ed.gov>
Date: July 13, 2018 at 10:20:48 AM EDT
To: "Kesner, Paul" <Paul.Kesner@ed.gov>
Cc: "Ramirez, Lisa" <Lisa.Ramirez@ed.gov>
Subject: RE: Can you come by 5c100?

Thanks, Paul. do we or do any of our TA centers have any information about health education in general, including feminine hygiene education? Best practices, what schools are doing, etc?

-----Original Message-----
From: Kesner, Paul
Sent: Thursday, July 12, 2018 4:36 PM
To: Botel, Jason
Subject: RE: Can you come by 5c100?

Jason,
I checked and we do not currently have any resources specifically on TSS on our TA

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websites. I looked for something I remembered from the past, but it was not on the sites anywhere. CDC has one particularly interesting resource https://www.cdc.gov/od/science/wewerethere/toxicshock/ that is a podcast of sorts about TSS and the page also offers some other resources. A couple of items you may want share tomorrow:
--We can put a link to this podcast on our NCSSLE site straight way
--We can also put a link in our weekly newsletter that goes out (as well as any other Federal resources he believes to be relevant)
--We now have a Federal Partners in School Health, much like School Safety. We are issuing a procurement to fund the development of a website, much like we are also doing in school safety. This should be up and running in about a year (the contract has not yet been awarded). Linking these Federal Resources from our partners will give stakeholders a one-stop shop for school health, including issues like TSS.
--We have worked with the Office of Adolescent and School Health at CDC, which I believe may be a good source of information and support
CDC Office of Adolescent and School Health; Dr. Holly Hunt hcc3@cdc.gov
http://www.cdc.gov/healthyschools/

Let me know if you need anything else. Sorry there isn't more, but thanks for raising my awareness of this issue.
Paul

-----Original Message-----
From: Botel, Jason
Sent: Thursday, July 12, 2018 11:03 AM
To: Kesner, Paul
Subject: Re: Can you come by 5c100?

Ok thanks

On Jul 12, 2018, at 11:03 AM, Kesner, Paul <Paul.Kesner@ed.gov> wrote:

Sure. In a training. Will head up in a bit

On Jul 12, 2018, at 11:01 AM, Botel, Jason <Jason.Botel@ed.gov> wrote:

I need to ask you about something. I should be in here until 12:30

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 16 Jul 2018 21:46:23 +0000
To: Okahara, Kim;Ramirez, Lisa;Blew, James;Anderson, Margo;Cantrell, David;Saunders, Mi-Hwa
Cc: Botel, Jason
Subject: FW: Briefing: Comprehensive Centers - NPP

-----Original Appointment-----
From: Okahara, Kim
Sent: Monday, July 16, 2018 10:52 AM
To: Okahara, Kim; Ramirez, Lisa; Blew, James; Anderson, Margo; Cantrell, David; Saunders, Mi-Hwa
Subject: Briefing: Comprehensive Centers - NPP
When: Wednesday, July 18, 2018 9:30 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: WDCFB6-3W336

The purpose of this meeting is to provide an overview of the vision of the FY19 comprehensive centers. Attachments are forthcoming.

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 22 Jul 2018 15:00:24 +0000
To: Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Coley, Jerine;Brogan, Frank;Botel, Jason;Hilsey, Shaina;Ramirez, Lisa
Subject: Goal 1 Prep for Q3 Quarterly Performance Review

Meet: Goal 1 team members. Prep the Dep Sec's Q3 QPR on 8/14/18.

AMERICAN OVERSIGHT

From: Fergusson, Tammi
Sent: 30 Jul 2018 20:30:37 +0000
To: Fergusson, Tammi;'Crystal Moore';Franklin, Sedika;Jones, Elyse;McMahan, Arthur;Alkisswani, Francine;Washington, Mark;Sherman, Brandon;Reynolds, Cody;Brownrigg, Marcus (Contractor);Stapleton, Katina;Betka, Sue;Mills, Gibran;Harris, Elmer;Kirksey, Carla;Thomas, Gary;Gibbs, Cheryl;Holifield, Johnathan;Wooten, Michael;'Alkisswani, Francine';Botel, Jason;Hairfield, James;Haynes, Leonard;Oppenheim, Peter;Harrell, Joel;Boyd, Marcia;Kissel, Adam;Garcia, Lenore;McLaughlin, Maureen;Taylor, Katherine;Honeysett, Adam
Subject: HBCU Intra-agency Working Group Meeting

Greetings!

Due to scheduling adjustments, the next quarterly HBCU Intra-agency Working Group Meeting will be held on Monday August 20th from 2-3:30pm. If you are unable to join us in person in the Training and Development Center, please feel to join us via Skype. We will be discussing some upcoming events in the HBCU world and provide time for each of you to share your HBCU-related updates with the group.

Also, if you have not had a chance to register for the conference, please do so using the personalized link that was sent to the group on July 2nd.

We look forward to seeing everyone soon!

Tammi Fergusson

Tammi Fergusson
White House Initiative on Historically Black Colleges and Universities

Join Skype Meeting

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(b)(6)

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Jul 2018 00:56:43 +0000
To: Botel, Jason;Michael Buman
Subject: jason calls Mike

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Jul 2018 14:31:08 +0000
To: Botel, Jason
Subject: jason personal appointment

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Jul 2018 20:45:35 +0000
To: Botel, Jason
Subject: jason personal apptmt

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

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From: (b)(6)
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To:
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 16:20:53 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Connecting with Maureen

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 26 Jul 2018 13:29:05 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Meet: Discuss Conncecting with Broad and Education Pioneers re PR.
Attachments: Teacher Vetting Rank.xlsx

AMERICAN OVERSIGHT

DRAFT, DELIBERATIVE, INTERNAL PURPOSES ONLY										
Last Name	First Name	Source/ED staff who sent	Org/School	City	State	Email	Available 8/8/18	Vetting (against BDV or school choice)	Follow-up Notes (done by OCO)	More on teacher
Kirschner	Maghan	Nate Bailey		?	NC			Clear		
Rolla	Megan	Jean Morrow (roommate)	Saint Rita's Catholic School	Alexandria	VA	Not found		Clear		
Farrell	Kerri	Jean Morrow (friend)	Catholic School Teacher, Diocese of Arlington, VA	Manassas	VA	kfarrell@standrew-clifton.org	Not avaliable	Clear		
Pelton	Elizabeth	Chas Pelton (sister)	Schoolcraft Elementary School	Schoolcraft	MI	peltoe01@wsdmi.org		Clear		
Pfeiffer	Christine	Mayra (former teacher)	DECA Prep	Dayton	OH	nutleymi@dist102.k12.il.us		Clear		
Creager-Markman	Laura	SAF folks sent to Jason Botel	Teton County School District #1	Jackson	WY	lcreager@tesd.org	Yes	Clear	https://www.jhnewsandguide.com/special/jackson_hole_woman/going-to-the-head-of-the-science-class/article_52029f28-42e4-565d-8058-b30f6910b8ae.html	
Edwards	Jason	From a colleague of Jason Botel	Friendship Chamberlain Elementary and Middle	Washington	DC	jedwards@friendshipschools.org		Clear	From Jason's colleague - One of the best teachers I've ever come across. Has definite opinions on policy to support having strong and developing teachers in inner city schools over the long haul and helping teachers develop their craft. His cell is 215-356-8577.	
Stormont	David	Mayra (former teacher)	Lyons Township High School	La Grange	IL	jduffy@lths.net		Clear		
Cabral	Kriscia	SAF folks sent to Jason Botel	Poway Unified School District	San Diego	CA	Krisciacabral02@gmail.com	Yes	Clear		
Connors	Maura	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	Mconnors@bcps.k12.md.us		Clear		
Coffey	Bonnie	Michael Chamberlain	Pinecrest Academy (Las Vegas) Charter	Las Vegas	NV	jschaefer@lths.net		Clear		
Jalove	Julie	Mayra (former teacher)	Lincoln Elementary	Lyons	IL	cpfeiffer@daytonearlycollege.org		Clear		
Harris	Serena	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	SHarris@pppcs.org		Clear	https://nfb.org/in	1st grade teacher
Freeman	Alaina	Andrea Ramirez	C.S. 134 George Bristow Elementary	Bronx	NY	(b)(6)		Clear		
McGrath	Sarah	Mayra (former teacher)	Elementary Private school teacher	Dayton	OH			Not Clear		
Sturey	Laura	Mayra (former teacher)	DECA Prep	Dayton	OH	carrillor@district65.net		Clear		
Congelose	Laura	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Lyons	Alex	Mayra (former teacher)	Lyons Township High School	La Grange	IL	lcongelose@lths.net		Clear		
Washington	Nicole	Andrea Ramirez	Passaic Preparatory Academy		NJ	(b)(6)		Clear		
Vetrees	Summer	Andrea Remierz	Cumberland		TN	svertrees@cumberland.edu		Clear	https://www.tennessean.com/story/opinion/2017/07/11/all-education-local-get-involved/102809236/ has wrote an oped. Not negative, but not supportive	
Lordan	Amy	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	aklordan@bcps.k12.md.us		Clear		
Vargas	Michael	SAF folks sent to Jason Botel	Paradise Valley Unified School District	Phoenix	AZ	(b)(6)	Yes	Clear		
Katz	Cheryl	SAF folks sent to Jason Botel	Jackson Hole Community School Grades 9-12	Jackson	WY	Ckatz@jhcschool.org	Yes	Clear		
Lee	Mercedes	SAF folks sent to Jason Botel	Prodeo Academy charter network.	St. Paul	MN	Mercedeslee@prodeoacademy.org	Yes	Clear		
Droze	Sara	SAF folks sent to Jason Botel	St. William Catholic School	Stafford	VA	Sdroze@stwilliam.com	Yes	Clear		
Imboden	Derek	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	dimboden@bloomfield.org		Clear		
Mikolajczak	Andrew	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	amikolajczak@bloomfield.org		Clear		
Odom	Randall	Chas (former teacher)	Bloomield Hills High School	Bloomfield Hills	MI	rodom@bloomfield.org		Clear		
Dorchock	Jeffery	Chas (former teacher)	East Hills Middle School	Bloomfield Hills	MI	jdorchock@bloomfield.org		Clear		
Duffy	Joseph	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Oliver	Emily	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	Eoliver@pppcs.org		Clear		Kindergarten Teacher
Carrillo	Roberto	Mayra (former teacher)	George Washington Middle School	Lyons	IL	Phone number (708) 7834624		Clear		
Speer	Diana	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	dcivera@bcps.k12.md.us		Clear		
Davies	Gretchen	Andrea Ramirez/McKenzie Snow	EdChoice	Los Angeles	CA			Clear		https://www.edchoice.org/blog/a-teacher-who-approves-of-school-choice/
Colbert	Stephan	Mayra (former teacher)	Wake Early College for Health and Sciences (magnet school)	Raleigh	NC	alyons@lths.net		Clear		
Rogers	Katelyn	Nate Bailey	Teacher and Military spouse	Clarksville	TN			Clear		
Schaefer	Jonathan	Mayra (former teacher)	Lyons Township High School in La Grange, Illinois	La Grange	IL	scolbert@wcpss.net		Clear		
LaHair	Patrice	Jason Botel	Patterson Park Public Charter School	Baltimore	MD	patrice.lahair@gmail.com		Clear	(774) 275-0571	
Nutley	Michaeleen	Mayra (former teacher)	Congress Park Elementary	Brookfield	IL	dstormont@lths.net		Clear		

AMERICAN OVERSIGHT

Zelden	Dina	Andrea Ramirez	School in Louisiana	?	La	(b)(6)		Clear		
Kyung	Kim	Jason Botel	Friendship Public Charter School - Armstrong Campus	Washington	DC	kkim@friendshipschools.org		clear	240-755-9361	5th grade math and science teacher
Williams	Russ	Andrea Ramirez/Denisha Merriweather	Center City Public Charter School	Washington	DC	rwilliams@centercitypcs.org		Not a teacher		
Clark	Marco	Andrea Ramirez/Denisha Merriweather	Richard Wright Public Charter School	Washington	DC	marco.clark@richardwrightpcs.org		Not a teacher		
Mann	Bruce	Andrea Ramirez/Denisha Merriweather	Friendship Public Charter School	Washington	DC	bmann@friendshipschool.org		Not a teacher		
Quinn	Amy	Andrea Ramirez/Denisha Merriweather	Yu Ying International Charter School	Washington	DC	aquinn@washingtonyuying.org		Not a teacher		
Max	Derrick	Andrea Ramirez/Denisha Merriweather	Cornerstone Schools	Washington	DC	dmax@cornerstone-schools.org		Not a teacher		
Kalamatas-Reyes	Deanna	Mayra (former teacher)	George Washington Middle School	Lyons	IL	lsturey@daytoneariycollege.org		Not Clear		
Bauer Grimes	Lindsey	Mayra (former teacher)	George Washington Middle School	Lyons	IL			Not Clear		
Wright	Zachary	Andrea Ramirez/McKenzie Snow	Relay Graduate School of Education	Philly	PA			Not clear	Against RVD http://educationpost.org/after-watching-betsy-devos-on-60-minutes-i-can-finally-see-why-people-dont-trust-her/	http://educationpost.org/i-found-the-right-school-for-my-son-with-autism-and-its-only-because-im-white-and-have-money/

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 18 Jul 2018 19:49:47 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Meet: Jason and Josh

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 13 Jul 2018 17:04:35 +0000
To: Lee, Ebony;Blew, James;Botel, Jason
Subject: Meeting with Patti Curtis

STEM Fellow

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 16 Jul 2018 17:16:06 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: Political Staffing Meeting

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Jul 2018 19:38:44 +0000
To: Lee, Ebony;Pelton, Charles;Baeza, Mayra;Morrow, Jean;Ferguson, Gillum;Botel, Jason;Blew, James;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;Brogan, Frank
Subject: Postmeeting

Jim Blew will close.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Jul 2018 19:37:40 +0000
To: Lee, Ebony;Pelton, Charles;Baeza, Mayra;Morrow, Jean;Ferguson, Gillum;Botel, Jason;Blew, James;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;Brogan, Frank
Subject: Premeet Educator Roundtable

Frank Brogan will open

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 Jul 2018 14:09:38 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Puerto Rico

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 12 Jul 2018 17:50:43 +0000
To: Juengst, Phillip;Anderson, Margo;Ashley, Carol;Bailey, Nathan;Bond, Cynthia;Botel, Jason;Bruce, Sandra;Bumgarner, Bradley;Carr, Peggy;Carter, Denise;Chapman, Chris;Chavez, Anthony;Coley, Jerine;Collett, Johnny;Conaty, Joe;Cordes, Bill;Corr, Gregg;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hall, Linda;Hill, Allen;Hurt, John;Jackson, Candice;Jordan, Aaron;Karvonides, Mia;Kim, Ann;Koeppel, Dennis;Leith, William;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;Manning, James;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Miller, Daniel J;Minor, Robin;Morris, David;Muniz, Carlos;Oppenheim, Peter;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Richey, Kimberly;Sasser, Tracey;Schneider, Mark;Simpson, Daniel;Stader, Jim;Stanard, Stephanie V;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Washington, Mark;Wexler, Larry;Wilbanks, Linda;Wills, Randolph;Wilson, Keith;Wooten, Michael
Cc: Webster, Douglas;Santucci, Mark;Zelnik, Kathy;Dean, Michael
Subject: Session 5: ERM Training for Executives and Managers

Please accept the invite for the session that works best for you.

From: Juengst, Phillip
Sent: Thursday, July 12, 2018 1:27 PM
To: Anderson, Margo; Ashley, Carol; Bailey, Nathan; Bond, Cynthia; Botel, Jason; Bruce, Sandra; Bumgarner, Bradley; Carr, Peggy; Carter, Denise; Chapman, Chris; Chavez, Anthony; Coley, Jerine; Collett, Johnny; Conaty, Joe; Cordes, Bill; Corr, Gregg; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hall, Linda; Hill, Allen; Hurt, John; Jackson, Candice; Jordan, Aaron; Karvonides, Mia; Kim, Ann; Koeppel, Dennis; Leith, William; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; Manning, James; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Miller, Daniel J; Minor, Robin; Morris, David; Muniz, Carlos; Oppenheim, Peter; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Richey, Kimberly; Sasser, Tracey; Schneider, Mark; Simpson, Daniel; Stader, Jim; Stanard, Stephanie V; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Washington, Mark; Wexler, Larry; Wilbanks, Linda; Wills, Randolph; Wilson, Keith; Wooten, Michael
Cc: Zais, Mitchell; Davis, Martha; Webster, Douglas; Venable, Joshua; Walker, Kathryn; Talbert, Kent; Santucci, Mark (Mark.Santucci@ed.gov); Zelnik, Kathy; Dean, Michael (Michael.Dean@ed.gov)
Subject: RE: ERM Training

All,

We've tentatively planned 4 additional 90-minute training sessions in an effort to best align with your schedules:

Thursday, July 19 in LBJ, 8:30-10am
Tuesday, July 31 in LBJ, 8:30-10am
Wednesday, August 1 in LBJ, 8:30-10am
Wednesday, August 8 in UCP, 1-2:30pm

As part of our plan to build a more robust Enterprise Risk Management (ERM) capability over the next 10 months, the goal of these training sessions is to provide you with an executive-level understanding of how we intend to implement and leverage ERM to maximize the Department's ability to succeed in achieving our goals and objectives. You also will receive 1.5 hours of credit toward the annual 24-hour leadership training requirement!

AMERICAN OVERSIGHT

I'll send calendar invites to you, and please feel free to accept whichever invite works best. If none work, please let me know as soon as possible so I can try to find a better time that might accommodate you.

Regards,

Phillip Juengst, Senior Advisor
Office of the Chief Financial Officer
(202) 245-8030

From: McCloskey, Amber **On Behalf Of** Talbert, Kent
Sent: Thursday, July 12, 2018 11:46 AM
To: Manning, James; Schneider, Mark; Bailey, Nathan; Jackson, Candice; Wooten, Michael; Botel, Jason; Viana, Jose; Muniz, Carlos; Menashi, Steven; Oppenheim, Peter; Brogan, Frank; Collett, Johnny; Richey, Kimberly; Talbert, Kent; Washington, Mark; Anand, Supreet; Anderson, Margo; Ashley, Carol; Battle, Sandra; Betka, Sue; Billups, Angela; Blanchett, Irma; Bond, Cynthia; Bradfield, Patrick; Bruce, Sandra; Bumgarner, Bradley; Byrd-Johnson, Linda; Carr, Peggy; Carter, Denise; Chang, Lisa; Chapman, Chris; Chavez, Anthony; Conaty, Joe; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Feely, Harry; Galik, Daniel; Goodridge, Marcella; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hairfield, James; Hall, Linda; Hernandez, Steven; Hill, Allen; Hurt, John; Jordan, Aaron; Karvonides, Mia; Kean, Larry; Kim, Ann; Koeppel, Dennis; Leith, William; Lucas, Richard; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Methfessel, Bucky; Miller, Daniel J; Minor, Robin; Morris, David; Navarro, Erica; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Riddle, Paul; Robison, Greg; Rosenfelt, Phil; Ryder, Ruth; Santy, Ross; Sasser, Tracey; Scott, Janet; Simpson, Daniel; Soltis, Tim; St.Pierre, Tracey; Stanard, Stephanie V; Stanton, Craig; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Wilbanks, Linda; Willoughby, Leslie; Wills, Randolph; Wilson, Keith; Wood, Gary; Stader, Jim; Coley, Jerine; Cordes, Bill; Webster, Douglas; Dean, Michael; Zelnik, Kathy; Santucci, Mark
Cc: Zais, Mitchell; Davis, Martha; Webster, Douglas; Juengst, Phillip; Venable, Joshua; Walker, Kathryn
Subject: ERM Training

Colleagues,

As you are or may be aware, we are beginning the next phase of our implementation of a more robust Enterprise Risk Management (ERM) capability. The Office of the Chief Financial Officer (OCFO) has, in the recent past, delivered 90-minute executive-level training sessions on the senior leader responsibilities for ERM. OCFO will schedule a few more sessions this month (July) in an attempt to accommodate the schedules of those who have not yet completed the training. Please make every effort to attend one of the sessions.

OCFO will also begin to offer very soon more in-depth training for your staff, and in August the Senior Management Council will begin discussions about our corporate appetite for risk to help guide risk management decisions within each principal office.

It is essential that we have your active participation in this effort to ensure a shared understanding of how we plan to manage risk across the Department in a strategic, coordinate way to deliver better results for students, communities, and taxpayers.

A special thanks to those individuals listed below who have already completed the training. For those who have not yet completed the training, I, on behalf of the Office of the Deputy Secretary and OCFO, renew the request to you to complete the training.

AMERICAN OVERSIGHT

If any of the information listed below is incorrect, please inform Phil Juengst, 202.245.8030, Phillip.Juengst@ed.gov of OCFO. Likewise, should you have any questions, please contact me at 202.260.3169, or Phil at the number above.

Thank you.

Amber McCloskey on behalf of Kent Talbert, Senior Advisor
United Stated Department of Education
O: 202-260-8169
E: Amber.McCloskey@ed.gov

Senior Leaders Who Need to Complete the Training

Margo Anderson
Carol Ashley
Nathan Bailey
Cynthia Bond
Jason Botel
Sandra Bruce
Bradley Bumgarner
Peggy Carr
Denise Carter
Chris Chapman
Anthony Chavez
Jerine Coley
Johnny Collett
Joe Conaty
Bill Cordes
Gregg Corr
Quasette Crowner
Jennifer Douglas
Pam Eliadis
Kathryn Ellis
Byron S. Gordon
William Graham
Jason Gray
Bianca Green
Linda Hall
Allen Hill
John Hurt
Candice Jackson
Aaron Jordan
Mia Karvonides
Ann Kim
Dennis Koeppel
William Leith
Ronald Luczak
Phil Maestri
Lynn Mahaffie
Hilary Malawer
James Manning
Walter McDonald
Elizabeth McFadden
Colleen McGinnis
Maureen McLaughlin
Steven Menashi

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Daniel J. Miller
Robin Minor
David Morris
Carlos Muniz
Erica Navarro
Peter Opppenheim
Molly Petersen
Lisa Ramirez
Ganesh Reddy
Kimberly Richey
Tracey Sasser
Mark Schneider
Daniel Simpson
Jim Stader
Stephanie V. Stanard
Kathleen Styles
Thomas Milton
Gabrielle Turner
Mark Washington
Larry Wexler
Linda Wilbanks
Randolph Wills
Keith Wilson
Michael Wooten

Those Who Have Completed the Training
Sue Betka
Angela Billups
Patrick Bradfield
Linda Byrd-Johnson
Lisa Chang
Lisa Davis
Harry Feely
Steven Hernandez
Larry Kean
Richard Lucas
David Merrill
Bucky Methfessel
Arseni Popov
Ross Santy
Janet Scott
Craig Stanton
Jose Viana
Leslie Willoughby
Gary Wood
Frank Brogan
Phil Rosenfelt
Kathy Zelnik
Supreet Anand
Daniel Galik
Marcella Goodridge
James Hairfield
Paul Riddle
Ruth Ryder
Tracey St.Pierre
Sandra Battle

AMERICAN OVERSIGHT

Phillip Juengst

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 17 Jul 2018 21:28:29 +0000
To: Ramirez, Lisa;Savage, Cindy;Peternith, Rachel;Vanze, Shaw;Holte, Allison;Georgia, Michelle;Rimdzius, Tracy;Cordes, Bill;Koeppel, Dennis;Osborne, Joanne;Botel, Jason;Lyles, Sylvia
Cc: Soldner, Matthew;Lund, Miriam
Subject: SRCL/CLDS National Evaluation and Rule-making for 2018-2019

→

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(b)(6)

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 15:11:57 +0000
Subject: Travel From EEOB to LBJ

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 15:11:39 +0000
Subject: Travel to EEOB

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Jun 2018 13:44:18 +0000
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Jul 2018 15:16:51 +0000
Subject:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:19:02 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 9 Jul 2018 13:12:20 +0000
To: Hilsey, Shaina;Norris, Elizabeth;Washington, Mark;Botel, Jason;Brogan, Frank
Subject: Brief: Strategic Plan

AMERICAN OVERSIGHT

From: EHR FC-STEM/CAP Goal
Sent: 22 Jun 2018 18:00:59 +0000
To: EHR FC-STEM/CAP Goal;Botel, Jason
Subject: Canceled: FC-STEM Meeting
Importance: High

Updated August 14:

Please note that the August 23rd FC-STEM meeting now runs from 1:00-3:30PM to provide additional time for discussion of the draft strategic plan. We apologize for any scheduling difficulties this causes.

The meeting will take place in room 430B at the EEOB. Please be sure to fill out your WAVES form 48 hours prior to the meeting to ensure access to the EEOB. The WAVES form can be filled-out at the following link: https://events.whitehouse.gov/?rid=3HCCP77X2X

The full meeting agenda will be disseminated in the near future, and a complete draft of the next strategic plan will be provided early next week for your review. Please watch for these e-mail updates in the coming days.

Enjoy the rest of your week!

Best,
Susan Poland
FC-STEM Executive Secretary

Original invite:

Hello, FC-STEM Members and IWG Co-Leads,

Please save the date for the next FC-STEM meeting, to take place on Thursday, August 23 from 1:00-3:00PM. Meeting location and agenda will be sent as soon as possible.

Best,

Susan Poland, on behalf of the FC-STEM Leadership Team
Science Assistant
FC-STEM Executive Secretary
Office of the Assistant Director, Office C 11017C
Directorate for Education and Human Resources
National Science Foundation
Direct Line: (703) 292-7253

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 12 Jul 2018 13:58:39 +0000
To: Ramirez, Lisa;Botel, Jason
Subject: Canceled: Personnel
Importance: High

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 19:03:38 +0000
To: Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
Cc: Choroser, Stephanie;Anderson, Michael (OGC)
Subject: Canceled: RE: Proposal for 2017-18 Data
Attachments: Proposal for 2017-18 data 7-16-2018.docx
Importance: High

All,
Let's reconvene to discuss next steps as it relates to this topic.

→
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AMERICAN OVERSIGHT

July 16, 2018

ACTION

(b)(5)

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(b)(5)

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(b)(5)

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(b)(5)

[redacted]

[4] While a final decision does not need to be made until late July, if we decide this is even worth considering, we will need to notify EDFacts as soon as possible because they have already started planning for their meeting.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 1 Jun 2018 21:00:06 +0000
To: Lee, Ebony;Botel, Jason
Subject: Committee for Education Funding (CEF)

- Sheryl Cohen (CEF Executive Director)
- Sarah Abernathy (CEF Deputy Executive Director)
- Jeff Carter, National Coalition for Literacy (CEF President)
- Stephanie Giesecke, National Association of Independent Colleges and Universities (CEF VP)
- Valerie Williams, National Association of State Directors of Special Education (CEF Treasurer)
- Jocelyn Bissonnette, National Association of Federally Impacted Schools (CEF Past President)

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 8 Jun 2018 21:17:36 +0000
To: OESE.RecognizED;Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Browning, Andrea;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Foster, Keila;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard;Joseph, Denise;Jones Gaston, Treneisha
Subject: FW: RecognizED: Employee Engagement
Attachments: The RecognizED Series 2018 #1.docx, RecognizED June 13th flyer.docx

RecognizED Meet-Up

AMERICAN OVERSIGHT

Presented by

RecognizED!

Employee Engagement
Wednesday, June 13, 12:00-1:00 pm

Room: 240-20 (LBJ)

Conference Line: (b)(6)

PRESENTER: Treneisha Jones Gaston, Ed.D. (FSA)

DISCUSSION: Employee engagement of Millennials in the federal government. Dr. Jones-Gaston will discuss her dissertation and an open discussion about employee engagement and working on teams across generations will follow.

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All are welcome! **For more information, please contact RecognizED@ed.gov**

Reasonable Accommodations: *If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Denise M. Joseph by phone at (202) 453-6702 or email at RecognizED@ed.gov no later than 5 business days prior to each event date.*

AMERICAN OVERSIGHT

June 13th Flyer:

Upcoming RecognizED Schedule:

Hope to see you there!!

AMERICAN OVERSIGHT

Presenting ....

*The RecognizED Series**

Month	Topics	Presenter	Room Numbers
April 11th	Be Poetic – A Poetry Journey	Sheba Pace	1W126
April 12th	The Library Tour	Sara Trettin	Library
May 9th	Culture Champions	Carolyn Collins	1W126
June 13th	Employee Engagement	Treneisha Jones -Gaston	240-20
July 11th	Dignity and Respect, Part II	Ray Crawford	1W126
August 8th	Self-care/Children's Books	Celeste Rodriquez	Library
September 12th	Essential Oils for cleaning & more	Denise M. Joseph	1W126
October 10th	Law-Phil-ness 2.0	Phil Rosenfelt	240-20
November 14th	Leadership and Ego, Part II	Jason Botel	240-20
December 12th	Tour of the Student Art Exhibits	Jacquelyn Zimmermann	Maryland Avenue Lobby
TBD	Growing with Value	Kathleen McMillian –Roberts	1W126

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All sessions will be held from 12pm -1pm

*All are welcome!

For more information, please contact RecognizED@ed.gov

AMERICAN OVERSIGHT

RecognizED Meet-Up

Presented by *RecognizED*!

Employee Engagement

Wednesday, June 13, 12:00-1:00 pm

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PRESENTER: Treneisha Jones Gaston, Ed.D. (FSA)

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 13:18:49 +0000
To: Botel, Jason
Subject: HOLD: Policy Meeting

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 11 Jun 2018 21:16:56 +0000
To: Ventimiglia, Eric;Botel, Jason
Subject: Jason Botel interview Jake Steel in perosn

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Jul 2018 14:45:01 +0000
To: Botel, Jason
Subject: jason personal appointment

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Jul 2018 16:30:14 +0000
To: Botel, Jason
Subject: jason personal appointment

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Jun 2018 15:09:22 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Jason personal appointment

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:38:17 +0000
To: Botel, Jason
Subject: jason personal appointment

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

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AMERICAN OVERSIGHT

From:
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Subject:

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From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Jun 2018 16:00:30 +0000
To: Botel, Jason;Norris, Elizabeth;ssauls@bcf.org
Subject: MEETING: Shanaysha Sauls

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Jun 2018 12:51:42 +0000
To: Botel, Jason;Ramirez, Lisa;Arabo, Melody
Subject: Meeting between Melody Arabo and Jason Botel

Hi Jason,

As you may have heard, I recently accepted a new position with a non-profit organization called EdReports.org. While I am excited to continue working in education policy, I am disappointed to end my time with the School Ambassador Fellowship the first week of July, a bit earlier than planned. I will be in DC on Tuesday and Wednesday next week (June 26-27) and would love to meet with you to hear what aspects of the Fellowship have been most valuable and how I can help prepare the next cohort for success before I officially transition out of the lead Fellow role. Please let me know if you have any availability during that time. It has been a true pleasure to work with you and I greatly appreciate your support through this extraordinary experience.

Kindly,

Melody Arabo
2017 Teacher Ambassador Fellow
U.S. Department of Education
Office: 202-453-6443
(b)(6)

<image001.png>

Sign up for ***The Teachers Edition***

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 9 Jul 2018 15:41:56 +0000
To: Lee, Ebony;Blew, James;Botel, Jason
Subject: Meeting with Patti Curtis

STEM Fellow

AMERICAN OVERSIGHT

From: WDCFB6-3W336
Sent: 4 Jun 2018 16:39:41 +0000
To: WDCFB6-3W336;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Washington, Mark;Anderson, Margo;Galiatsos, Ann Margaret;Koeppel, Dennis;Martin, Jill;Pasternak, Sharone;Blew, James
Subject: OIE and OME in the new OESE/OIE structure

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 4 Jun 2018 14:33:53 +0000
To: Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Washington, Mark;Anderson, Margo;Galiatsos, Ann Margaret;Koeppel, Dennis;Martin, Jill;Pasternak, Sharone;Watson, Debbie;Blew, James
Subject: OIE and OME in the new OESE/OIE structure

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 4 Jun 2018 16:41:26 +0000
To: Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Hunter, Tina;Washington, Mark;Anderson, Margo;Galiatsos, Ann Margaret;Koeppel, Dennis;Martin, Jill;Pasternak, Sharone;Watson, Debbie;Blew, James
Subject: OIE and OME in the new OESE/OIE structure

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 1 Jun 2018 18:05:16 +0000
To: Juengst, Phillip;Manning, James;Schneider, Mark;Bailey, Nathan;Jackson, Candice;Wooten, Michael;Botel, Jason;Viana, Jose;Muniz, Carlos;Menashi, Steven;Oppenheim, Peter;Brogan, Frank;Collett, Johnny;Richey, Kimberly;Talbert, Kent;Washington, Mark;Anand, Supreet;Anderson, Margo;Ashley, Carol;Battle, Sandra;Betka, Sue;Billups, Angela;Bond, Cynthia;Bradfield, Patrick;Bruce, Sandra;Bumgarner, Bradley;Byrd-Johnson, Linda;Carr, Peggy;Carter, Denise;Chang, Lisa;Chapman, Chris;Chavez, Anthony;Conaty, Joe;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Feely, Harry;Galik, Daniel;Goodridge, Marcella;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hairfield, James;Hall, Linda;Hernandez, Steven;Hill, Allen;Hurt, John;Jordan, Aaron;Karvonides, Mia;Kean, Larry;Kim, Ann;Koeppel, Dennis;Leith, William;Lucas, Richard;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Methfessel, Bucky;Miller, Daniel J;Minor, Robin;Morris, David;Navarro, Erica;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Riddle, Paul;Rosenfelt, Phil;Ryder, Ruth;Santy, Ross;Sasser, Tracey;Scott, Janet;Simpson, Daniel;Soltis, Tim;St.Pierre, Tracey;Stanard, Stephanie V;Stanton, Craig;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Wilbanks, Linda;Willoughby, Leslie;Wills, Randolph;Wilson, Keith;Wood, Gary;Stader, Jim;Coley, Jerine;Cordes, Bill
Subject: Session 1: ERM training for senior leaders and managers

Please accept only one of the training invites.

From: Juengst, Phillip
Sent: Friday, June 01, 2018 1:56 PM
To: Manning, James; Schneider, Mark; Bailey, Nathan (Nathan.Bailey@ed.gov); Jackson, Candice; Wooten, Michael; Botel, Jason; Viana, Jose; Muniz, Carlos; Menashi, Steven (Steven.Menashi@ed.gov); Oppenheim, Peter; Brogan, Frank; Collett, Johnny; Richey, Kimberly; Talbert, Kent; Washington, Mark; Anand, Supreet; Anderson, Margo; Ashley, Carol; Battle, Sandra; Betka, Sue; Billups, Angela; 'Blanchett, Irma'; Bond, Cynthia; Bradfield, Patrick; Bruce, Sandra; Bumgarner, Bradley; Byrd-Johnson, Linda; Carr, Peggy; Carter, Denise; Chang, Lisa; Chapman, Chris; Chavez, Anthony; Conaty, Joe; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Feely, Harry; Galik, Daniel; Goodridge, Marcella; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hairfield, James; Hall, Linda; Hernandez, Steven; Hill, Allen; Hurt, John; Jordan, Aaron; Karvonides, Mia; Kean, Larry; Kim, Ann; Koeppel, Dennis; Leith, William; Lucas, Richard; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Methfessel, Bucky; Miller, Daniel J; Minor, Robin; Morris, David; Navarro, Erica; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Riddle, Paul; 'Robison, Greg'; Rosenfelt, Phil; Ryder, Ruth; Santy, Ross; Sasser, Tracey; Scott, Janet; Simpson, Daniel; Soltis, Tim; St.Pierre, Tracey; Stanard, Stephanie V; Stanton, Craig; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Wilbanks, Linda; Willoughby, Leslie; Wills, Randolph; Wilson, Keith; Wood, Gary; Stader, Jim; Coley, Jerine; Cordes, Bill
Cc: Webster, Douglas (Douglas.Webster@ed.gov); Dean, Michael (Michael.Dean@ed.gov); Zelnik, Kathy; Santucci, Mark (Mark.Santucci@ed.gov)
Subject: ERM training for senior leaders and managers

All,

As mentioned in our initial discussions with you about Enterprise Risk Management (ERM), we are going to begin offering 90 minute training sessions to senior leaders and managers. As part of our plan to build a more robust Enterprise Risk Management (ERM) capability over the next 9-12 months, the goal of these

AMERICAN OVERSIGHT

training sessions is to provide an executive-level understanding of how we intend to implement and leverage ERM to maximize the Department's ability to succeed in achieving our goals and objectives.

I'll be sending calendar invitations for each of the sessions below. Feel free to accept the invitation that works best for you and decline the others. Please also forward the invitations to any key management officials (division directors, etc) that should attend. If need be due to schedule conflicts, we may add executive-level training sessions in July. We'll also be scheduling training sessions later this summer for POC risk liaisons as well as other supervisors and staff that are interested.

- Session 1: June 13, 1-2:30pm in FB6 1W128
- Session 2: June 14, 3-4:30pm in PCP 5170
- Session 3: June 25, 10:30am-12pm in FB6 1W128
- Session 4: June 25, 2:30-4pm in UCP 1102A/B

If you have any questions about the training, please don't hesitate to reach out.

Best,

Phillip Juengst, Senior Advisor
Office of the Chief Financial Officer
(202) 245-8030

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 1 Jun 2018 18:07:08 +0000
To: Juengst, Phillip;Manning, James;Schneider, Mark;Bailey, Nathan;Jackson, Candice;Wooten, Michael;Botel, Jason;Viana, Jose;Muniz, Carlos;Menashi, Steven;Oppenheim, Peter;Brogan, Frank;Collett, Johnny;Richey, Kimberly;Talbert, Kent;Washington, Mark;Anand, Supreet;Anderson, Margo;Ashley, Carol;Battle, Sandra;Betka, Sue;Billups, Angela;Bond, Cynthia;Bradfield, Patrick;Bruce, Sandra;Bumgarner, Bradley;Byrd-Johnson, Linda;Carr, Peggy;Carter, Denise;Chang, Lisa;Chapman, Chris;Chavez, Anthony;Conaty, Joe;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Feely, Harry;Galik, Daniel;Goodridge, Marcella;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hairfield, James;Hall, Linda;Hernandez, Steven;Hill, Allen;Hurt, John;Jordan, Aaron;Karvonides, Mia;Kean, Larry;Kim, Ann;Koeppel, Dennis;Leith, William;Lucas, Richard;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Methfessel, Bucky;Miller, Daniel J;Minor, Robin;Morris, David;Navarro, Erica;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Riddle, Paul;Rosenfelt, Phil;Ryder, Ruth;Santy, Ross;Sasser, Tracey;Scott, Janet;Simpson, Daniel;Soltis, Tim;St.Pierre, Tracey;Stanard, Stephanie V;Stanton, Craig;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Wilbanks, Linda;Willoughby, Leslie;Wills, Randolph;Wilson, Keith;Wood, Gary;Stader, Jim;Coley, Jerine;Cordes, Bill
Subject: Session 2: ERM training for senior leaders and managers

Please accept only one of the training invites.

From: Juengst, Phillip
Sent: Friday, June 01, 2018 1:56 PM
To: Manning, James; Schneider, Mark; Bailey, Nathan (Nathan.Bailey@ed.gov); Jackson, Candice; Wooten, Michael; Botel, Jason; Viana, Jose; Muniz, Carlos; Menashi, Steven (Steven.Menashi@ed.gov); Oppenheim, Peter; Brogan, Frank; Collett, Johnny; Richey, Kimberly; Talbert, Kent; Washington, Mark; Anand, Supreet; Anderson, Margo; Ashley, Carol; Battle, Sandra; Betka, Sue; Billups, Angela; 'Blanchett, Irma'; Bond, Cynthia; Bradfield, Patrick; Bruce, Sandra; Bumgarner, Bradley; Byrd-Johnson, Linda; Carr, Peggy; Carter, Denise; Chang, Lisa; Chapman, Chris; Chavez, Anthony; Conaty, Joe; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Feely, Harry; Galik, Daniel; Goodridge, Marcella; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hairfield, James; Hall, Linda; Hernandez, Steven; Hill, Allen; Hurt, John; Jordan, Aaron; Karvonides, Mia; Kean, Larry; Kim, Ann; Koeppel, Dennis; Leith, William; Lucas, Richard; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Methfessel, Bucky; Miller, Daniel J; Minor, Robin; Morris, David; Navarro, Erica; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Riddle, Paul; 'Robison, Greg'; Rosenfelt, Phil; Ryder, Ruth; Santy, Ross; Sasser, Tracey; Scott, Janet; Simpson, Daniel; Soltis, Tim; St.Pierre, Tracey; Stanard, Stephanie V; Stanton, Craig; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Wilbanks, Linda; Willoughby, Leslie; Wills, Randolph; Wilson, Keith; Wood, Gary; Stader, Jim; Coley, Jerine; Cordes, Bill
Cc: Webster, Douglas (Douglas.Webster@ed.gov); Dean, Michael (Michael.Dean@ed.gov); Zelnik, Kathy; Santucci, Mark (Mark.Santucci@ed.gov)
Subject: ERM training for senior leaders and managers

All,

As mentioned in our initial discussions with you about Enterprise Risk Management (ERM), we are going to begin offering 90 minute training sessions to senior leaders and managers. As part of our plan to build a more robust Enterprise Risk Management (ERM) capability over the next 9-12 months, the goal of these

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training sessions is to provide an executive-level understanding of how we intend to implement and leverage ERM to maximize the Department's ability to succeed in achieving our goals and objectives.

I'll be sending calendar invitations for each of the sessions below. Feel free to accept the invitation that works best for you and decline the others. Please also forward the invitations to any key management officials (division directors, etc) that should attend. If need be due to schedule conflicts, we may add executive-level training sessions in July. We'll also be scheduling training sessions later this summer for POC risk liaisons as well as other supervisors and staff that are interested.

- Session 1: June 13, 1-2:30pm in FB6 1W128
- Session 2: June 14, 3-4:30pm in PCP 5170
- Session 3: June 25, 10:30am-12pm in FB6 1W128
- Session 4: June 25, 2:30-4pm in UCP 1102A/B

If you have any questions about the training, please don't hesitate to reach out.

Best,

Phillip Juengst, Senior Advisor
Office of the Chief Financial Officer
(202) 245-8030

AMERICAN OVERSIGHT

From: Hammer, Victoria
Sent: 12 Jun 2018 15:32:35 +0000
To: Hammer, Victoria;Rinkus, Christopher;Ramakis, Jessica;Braga, Leticia;Ramirez, Lisa;Kesner, Paul
Cc: Botel, Jason;Foy Moss, Rita
Subject: Touch base on safe school choice

Group-
I need to shift this to 4:30 today. I think we will still have a critical mass. Please see call in number below.
Thank you,
Victoria

Does this work for a quick touch base?

→

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Apr 2018 16:00:13 +0000
Subject: .

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From: Botel, Jason
Sent: 30 May 2018 14:28:58 +0000
Subject:

AMERICAN OVERSIGHT

From: Jackson, Stacie G.
Sent: 16 May 2018 21:28:51 +0000
To: Jackson, Stacie G.;OESE All Users;OII All Users
Subject: #3 - Facilitated Session on Proposed OESE-OII Reorganization

Dear Colleagues,

As discussed at the All Staff Meeting, we have planned a total of six facilitated discussion sessions to be held during the week of May 21 – 25, 2018. They have been scheduled to address the overall proposed reorganization between OESE and OII. The intent for these sessions is to foster continuing feedback about ideas, respond to concerns or questions, and hear any additional recommendations you may have.

This is session #3 and it will be led by Michael Barber, an outside professional consultant. ALL MEETINGS ARE VOLUNTARY, however, there are space limitations.

Please *accept* this invitation, *if* you plan to join us at the THIRD facilitated session on Wednesday, May 23 from 9:30 – 11:30in room 1W113.

Thank you.

AMERICAN OVERSIGHT

From: Jackson, Stacie G.
Sent: 17 May 2018 14:02:10 +0000
To: Jackson, Stacie G.;OESE All Users;OII All Users
Subject: #4 - Facilitated Session on Proposed OESE-OII Reorganization

Dear Colleagues,

As discussed at the All Staff Meeting, we have planned a total of six facilitated discussion sessions to be held during the week of May 21 – 25, 2018. They have been scheduled to address the overall proposed reorganization between OESE and OII. The intent for these sessions is to foster continuing feedback about ideas, respond to concerns or questions, and hear any additional recommendations you may have.

This is session #4 and it will be led by Michael Barber, an outside professional consultant. ALL MEETINGS ARE VOLUNTARY, and will cover the same questions as listed below.

There are space limitations. **Please *accept* this invitation, *if* you plan to join us at the FOURTH facilitated session on Wednesday, May 23 from 12:30 – 2:30in room 1W113.**

Thank you.

****

Below are the questions we plan to focus on at the focus groups. The session will be designed to work in small groups, with each group having the opportunity to provide input around 5 areas of inquiry. This approach will allow us to gather as much information as possible in a short amount of time.

We want to share the focus group questions with participants in advance so you have time to consider your responses.

Reactions

- What are your immediate reactions to the proposed structure?

Suggested Changes

- If you could tweek the proposed structure in some way, what would you change and why?

Omissions

- What seems missing in the structure?

Benefits

- What do you like best about the proposed structure?

Lingering Questions

- At this point in the process, what are your key questions?

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 19 Apr 2018 15:52:27 +0000
To: Talbert, Kent;Botel, Jason
Subject: Canceled: Monthly Check-in w/Jason Botel
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled
Importance: High

Please be prepared to report on the key work you have been doing within the immediate past period. Also, be prepared to discuss any future issues or concerns that Kent may need to know about.

You should write up a short memo (1 or 2 pages) in narrative text and email it to Amber McCloskey COB Thursday.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject: Bi-Weekly Check-in w/Jason Botel

Please be prepared to report on the key work you have been doing within the immediate past period. Also, be prepared to discuss any future issues or concerns that Kent may need to know about.

You should write up a short memo (1 or 2 pages) in narrative text and email it to Amber McCloskey COB Thursday.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject:
Attachments: Botel bi-weekly update memo 5-24-18.docx

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UNITED STATES DEPARTMENT OF EDUCATION

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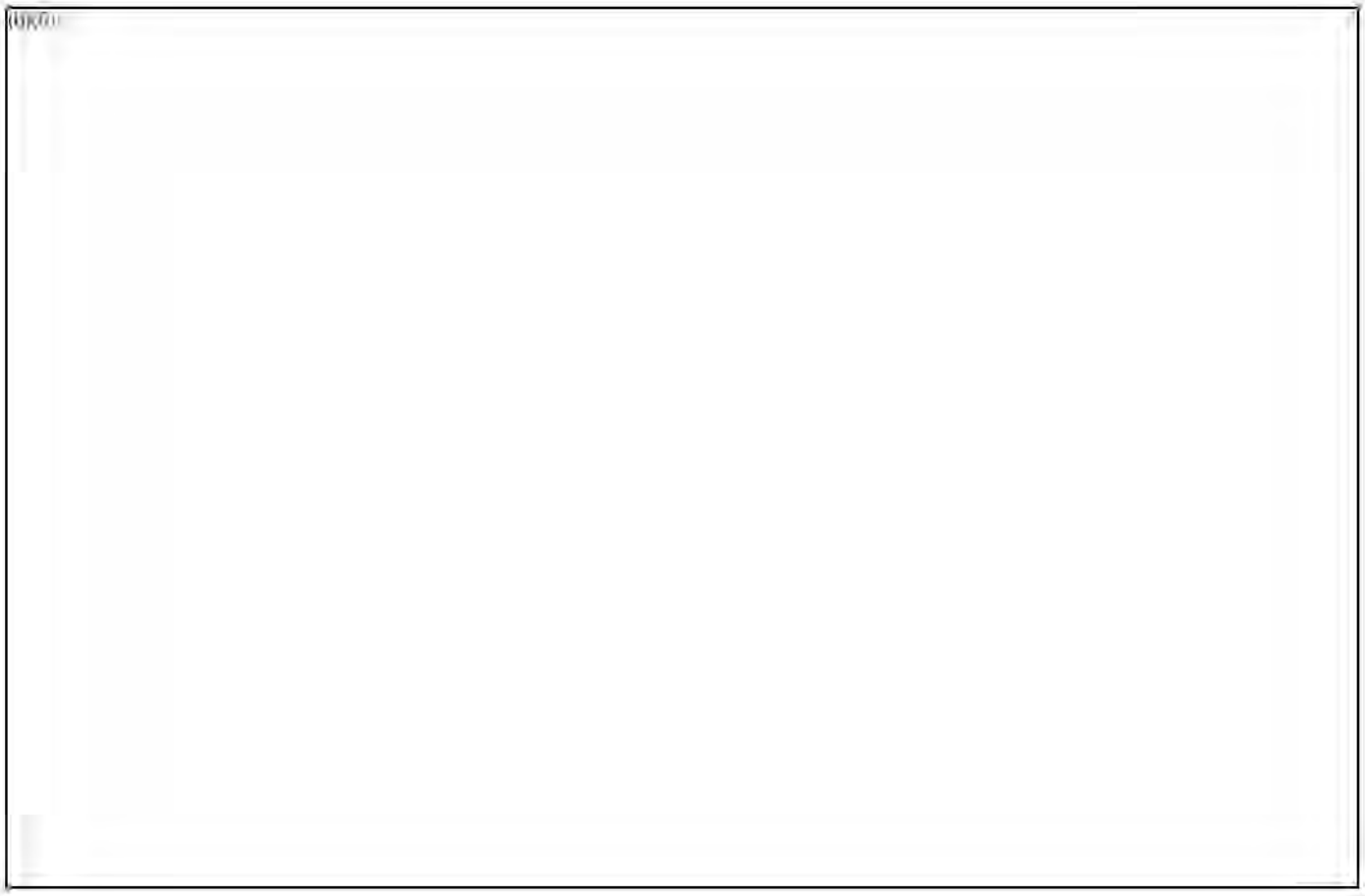

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject:
Attachments: Botel bi-weekly update memo 6-7-18.docx

AMERICAN OVERSIGHT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DELIBERATIVE MEMO

(b)(5)

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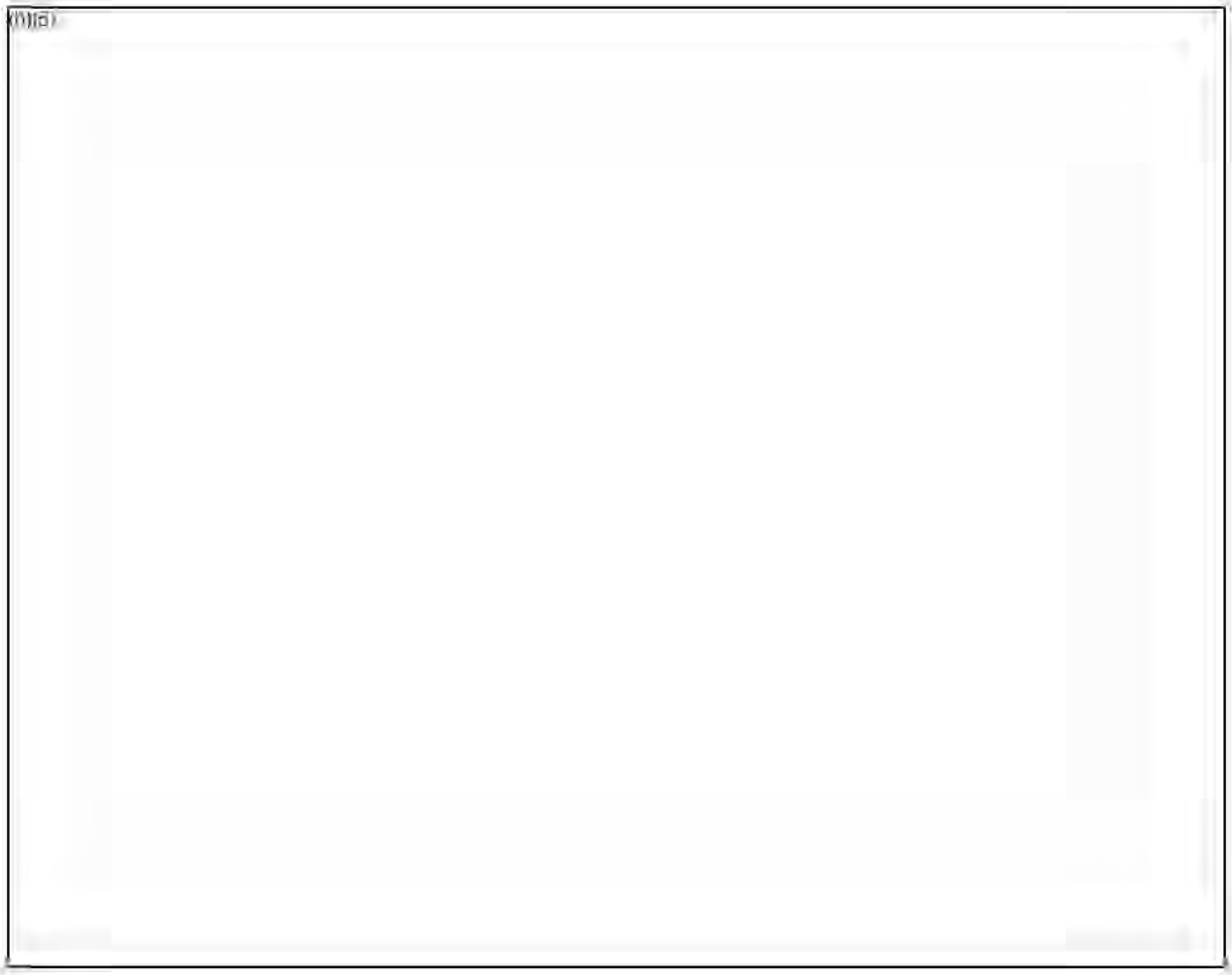

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject: Canceled: Monthly Check-in w/Jason Botel
Importance: High

Please be prepared to report on the key work you have been doing within the immediate past period. Also, be prepared to discuss any future issues or concerns that Kent may need to know about.

You should write up a short memo (1 or 2 pages) in narrative text and email it to Amber McCloskey COB Thursday.

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject:
Attachments: Botel monthly update memo 7-18-18.docx

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:28 +0000
To: Talbert, Kent;Botel, Jason
Subject:
Attachments: Botel monthly update memo 8-16-18.docx

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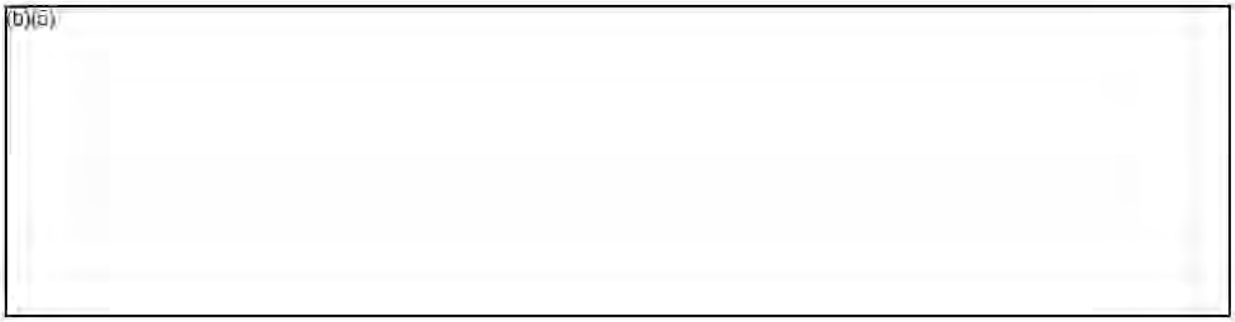

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 1 May 2018 19:29:25 +0000
To: Ramirez, Lisa;Botel, Jason
Subject: Canceled: SHAREPOINT MADNESS
Importance: High

AMERICAN OVERSIGHT

From: Fergusson, Tammi
Sent: 14 May 2018 15:41:32 +0000
To: Fergusson, Tammi;Holifield, Johnathan;Wooten, Michael;Honeysett, Adam;Botel, Jason;Hairfield, James;Haynes, Leonard;Oppenheim, Peter;Harrell, Joel;Boyd, Marcia;Kissel, Adam;Garcia, Lenore;Jackson, Candice
Cc: Alkisswani, Francine;Crystal Moore;Franklin, Sedika;Jones, Elyse;McMahan, Arthur;Alkisswani, Francine;Washington, Mark;Sherman, Brandon;Reynolds, Cody;Brownrigg, Marcus (Contractor);Stapleton, Katina;Betka, Sue;Taylor, Katherine;Mills, Gibran;Harris, Elmer;Kirksey, Carla;Thomas, Gary
Subject: ED Intra-agency HBCUs Working Group Kick Off Meeting

Good Morning,

Please set this time aside to attend the first meeting of the Department of Education's HBCU Intra-agency Working Group.

Tentative Agenda

Welcome and Introduction to the Initiative- Johnathan Holifield
Individual Introductions & Roll Call
Department of Education and the HBCU Plan- Adam Kissel
WHI-HBCU Forecast- Initiative Staff
POC Updates- Attendees
Next Steps

Ideally, we would like to have participation and a representative present from the following POCs:

OCTAE
OCR
OCO
OESE
CAM
OUS
OLCA
FSA
OPE
IFLE

Please feel free to forward this invitation. If you have any additional questions or concerns, please feel free to reach out to Tammi Fergusson (Tammi.Fergusson@ed.gov) at any time.

Thank you!

Johnathan

Johnathan M. Holifield
Executive Director, White House Initiative on Historically Black Colleges and Universities

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White House Domestic Policy Council
Executive Office of the President

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From: Hartwell, Ingrid (OJP)
Sent: 24 May 2018 16:07:14 +0000
To: Hartwell, Ingrid (OJP);Botel, Jason;Muhlhausen, David (OJP);Andrew.Hughes@hud.gov;Mollie_H_Bradlee@omb.eop.gov;pbumatay@jud.usdoj.gov;Coxen, Carrie;Conway.Molly.E@dol.gov;Garcia, Marie (OJP);Daniel.Kowalski@treasury.gov;elinor_werner@ios.doi.gov;Simmons, Lee (Dougie);Cassidy.M.Dumbauld@who.eop.gov;Hurwitz, Hugh (BOP);daniel.jordani@sol.doi.gov;hoffman.emily.e@dol.gov;Dolkie.Encarnacion@samhsa.hhs.gov;Gabriella.M.Uli@ondcp.eop.gov;Garrett, Judi (BOP);victoria.j.coressel@hud.gov;Jonathan.A.McCall@hud.gov;JGarrett@bop.gov;John.Gibbs@hud.gov;Kailey.M.Pickitt@omb.eop.gov;Kristi.Boswell@osec.usda.gov;kathleen.L.Kraninger@omb.eop.gov;Lauren.Sullivan@osec.usda.gov;leila_getto@ios.doi.gov;Alexandra.N.Marten@omb.eop.gov;SLeach@doc.gov;marigrace.caminiti@sol.doi.gov;Marie.Abow@va.gov;msinch@bop.gov;NBerrios@doc.gov;Delahunty, Sarah;Dickinson, Sarah;scott_hommel@ios.doi.gov;shirley.gathers@treasury.gov;Ja'Ron.K.Smith@who.eop.gov;Sofi.Martinez@hhs.gov;Thomas_A._Johnson@ondcp.eop.gov;Thomas, Mary (OJP);Walker, Rhea (OJP);Walter.Courtney.E@DOL.gov;William.J.Eason@ondcp.eop.gov;Zachary.McEntee@treasury.gov
Cc: Norris, Elizabeth
Subject: Fw: "Identifying New Actions the Administration can Achieve in the Short-term"

Jason, do you know what this is?

From: Hartwell, Ingrid (OJP) <Ingrid.Hartwell@usdoj.gov>
Sent: Thursday, May 24, 2018 11:54 AM
To: Muhlhausen, David (OJP); Andrew.Hughes@hud.gov; Mollie_H_Bradlee@omb.eop.gov; pbumatay@jud.usdoj.gov; Coxen, Carrie; Conway.Molly.E@dol.gov; Garcia, Marie (OJP); Daniel.Kowalski@treasury.gov; elinor_werner@ios.doi.gov; Simmons, Lee (Dougie); Cassidy.M.Dumbauld@who.eop.gov; Hurwitz, Hugh (BOP); daniel.jordani@sol.doi.gov; hoffman.emily.e@dol.gov; Dolkie.Encarnacion@samhsa.hhs.gov; Gabriella.M.Uli@ondcp.eop.gov; Garrett, Judi (BOP); victoria.j.coressel@hud.gov; Jonathan.A.McCall@hud.gov; JGarrett@bop.gov; John.Gibbs@hud.gov; Kailey.M.Pickitt@omb.eop.gov; Kristi.Boswell@osec.usda.gov; kathleen.L.Kraninger@omb.eop.gov; Lauren.Sullivan@osec.usda.gov; leila_getto@ios.doi.gov; Alexandra.N.Marten@omb.eop.gov; SLeach@doc.gov; marigrace.caminiti@sol.doi.gov; Marie.Abow@va.gov; msinch@bop.gov; NBerrios@doc.gov; Delahunty, Sarah; Dickinson, Sarah; scott_hommel@ios.doi.gov; shirley.gathers@treasury.gov; Ja'Ron.K.Smith@who.eop.gov; Sofi.Martinez@hhs.gov; Thomas_A._Johnson@ondcp.eop.gov; Thomas, Mary (OJP); Walker, Rhea (OJP); Walter.Courtney.E@DOL.gov; William.J.Eason@ondcp.eop.gov; Zachary.McEntee@treasury.gov
Subject: "Identifying New Actions the Administration can Achieve in the Short-term"
When: Tuesday, May 29, 2018 10:30 AM-11:30 AM.
Where: Bridgeline 1814

Conference call-in Information below: For participation in "Identifying New Actions the Administration can Achieve in the Short-term" discussion.

AMERICAN OVERSIGHT

1. (b)(6)
2.
3.

AMERICAN OVERSIGHT

From: Joseph, Denise
Sent: 2 May 2018 16:17:34 +0000
To: Joseph, Denise;OESE.RecognizED;Painter, Robyn;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Pace, Sheba;Ahmady, Lori;Rogers, Melvin;Akinsipe, Jasmine;Avery, Tawanda;'Juanita.Baker@ed.gov';Banks, Amy;'Amanda.Barney@ed.gov';Barren, Morris;'Bearden, Susan';Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;'Browning, Andrea';Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;'Coffman, Lisa';Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Foster, Crystal;'Foster, Keila';Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;'Hannestad, Katie';Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;'angela.he@ed.gov';Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;'nalini.lamba.nieves@ed.gov';Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;'Smith, Andrew V.';Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;'Vann, Angela';Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;'Casandra.Woodall@ed.gov';Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;'Poirier, Kylie';Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Darling, Darcalyn;Montaque, Jamila;England-Albright, April;Linnehan, Meredith;Kerr, Patrick
Cc: Putney, LaTisha
Subject: FW: Creative Process

Some people are having a hard time logging in, here is the updated information….

Join Lync Meeting

Join by Phone
Primary number:
Secondary number: +(b)(6)
Find a local number

Participant Code: (b)(6)
Help

-----Original Appointment-----
From: Joseph, Denise
Sent: Tuesday, May 01, 2018 1:32 PM
To: Joseph, Denise; OESE.RecognizED; Painter, Robyn; Mehrotra, Pavan
Cc: England-Albright, April; Montaque, Jamila; Putney, LaTisha

AMERICAN OVERSIGHT

Subject: Creative Process
When: Wednesday, May 02, 2018 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Skype Meeting

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From: Joseph, Denise
Sent: 2 May 2018 16:17:24 +0000
To: Joseph, Denise;OESE.RecognizED;Painter, Robyn;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Pace, Sheba;Ahmady, Lori;Rogers, Melvin;Akinsipe, Jasmine;Avery, Tawanda;'Juanita.Baker@ed.gov';Banks, Amy;'Amanda.Barney@ed.gov';Barren, Morris;'Bearden, Susan';Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;'Browning, Andrea';Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;'Coffman, Lisa';Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Foster, Crystal;'Foster, Keila';Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;'Hannestad, Katie';Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;'angela.he@ed.gov';Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;'nalini.lamba.nieves@ed.gov';Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;'Smith, Andrew V.';Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;'Vann, Angela';Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;'Casandra.Woodall@ed.gov';Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;'Poirier, Kylie';Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Darling, Darcalyn;Montaque, Jamila;England-Albright, April;Linnehan, Meredith;Kerr, Patrick
Cc: Putney, LaTisha
Subject: FW: Creative Process

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Join Lync Meeting

Join by Phone
Primary number:
Secondary number: (b)(6)
Find a local number

Participant Code: (b)(6)
Help

-----Original Appointment-----
From: Joseph, Denise
Sent: Tuesday, May 01, 2018 1:32 PM
To: Joseph, Denise; OESE.RecognizED; Painter, Robyn; Mehrotra, Pavan
Cc: England-Albright, April; Montaque, Jamila; Putney, LaTisha

AMERICAN OVERSIGHT

Subject: Creative Process
When: Wednesday, May 02, 2018 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Skype Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Apr 2018 16:51:14 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject: HOLD: EVENT: CCSSO Gala

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 May 2018 12:51:29 +0000
To: Botel, Jason
Subject: HOLD: Meet with Doug Weber ERM

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Apr 2018 19:27:15 +0000
To: Botel, Jason
Subject: HOLD: OESE ALL Staff

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 25 Apr 2018 17:59:10 +0000
To: Talbert, Kent;Conaty, Joe;Miller, Meredith;Ramirez, Lisa;Kissel, Adam;Ramakis, Jessica;Rosenfelt, Phil;Reynolds, Cody;Cordes, Bill;Dowling, Maureen;Muniz, Carlos;McCloskey, Amber;Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Kesner, Paul;Sullivan, Madeline;Botel, Jason;Lee, Ebony
Subject: Hurricane Response Coordination Team Meeting

We are sorry for any confusion, but need to add this meeting back to our calendars. The K12 Restart program team would like to raise two issues related to the FL application for K12 Restart funding. The first is a definitional question of non-public elementary school and how it relates to eligibility for K12 recovery program funds. The second is the proposed award amount for FL based on the data from FL's application.

As decided – we are streamlining this group. Please do not forward this invite, others will be invited depending on the issue discussed. Thanks!

(b)(6)

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From: Botel, Jason
Sent: 27 Apr 2018 21:01:41 +0000
To: Botel, Jason
Subject: JASON DR APPT

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From: Botel, Jason
Sent: 27 Apr 2018 21:03:40 +0000
To: Botel, Jason
Subject: JASON DR APPT

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Apr 2018 15:05:48 +0000
To: Botel, Jason;Ramirez, Lisa;Norris, Elizabeth
Cc: Rooney, Patrick;Miceli, Roberta;Peasley, Donald
Subject: MEET: Discuss Task Assigned for MD Waiver

Meeting Name: Meet with Lisa and Elizabeth
Purpose: Per Jason's email ----

"Melika, in the future with tasks that have statutory deadlines, please make the statutory deadline the due date, rather than putting it in a comment. In this case, 6/29/2018 should be the due date.

Damaris, please schedule a meeting about this for late May for Lisa, Elizabeth and me. Lisa may want to invite others as well

Lisa, one key question I have is why it was a violation of ESEA for Maryland to administer the new assessment in 2016-17. I understand that it was a violation for them not to report individual student performance, but I don't understand why it was a violation to administer the test. thanks

From: Office of Elementary and Secondary Education [mailto:share-alerts-no-reply@ed.gov]
Sent: Friday, April 20, 2018 3:41 PM
To: Botel, Jason
Subject: Tasks - Please approve 18-006138- MD Waiver

Task assigned by Evans, Melika on 4/20/2018.

Due by None

Approval started by Evans, Melika on 4/19/2018 1:43 PM
Comment: 6/29/2018 is official due date

Approved by Curet-Rivera, Luz on 4/19/2018 2:07 PM
Comment:

Approved by Watson, Debbie on 4/19/2018 3:27 PM
Comment:

Approved by Ramirez, Lisa on 4/20/2018 3:40 PM
Comment: Jason-note this one has a partial approval+ condition

---

To complete this task:
1. Review 18-006138- MD Waiver.
2. Perform the specific activities required for this task.
3. Use the **Open this task** button to mark the task as completed. (If you cannot update this task, you might not have access to it.)"

Location: Jason's office

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From: Botel, Jason
Sent: 27 Apr 2018 19:05:26 +0000
To: Botel, Jason;Ramirez, Lisa;Merriweather, Denisha;Rinkus, Christopher
Subject: MEET: Discussion on Youth Voices Sessions

Meeting Name: Meet with Denisha to discuss youth voices sessions
Purpose:

Per Denisha's email ---

"I am looking for some time to meet with Jason to discuss dates, times, and locations of the ED Tribal Consultation meetings. On next Friday, I am proposing to Andrea to host Youth Voices Sessions alongside these meetings to elevate public awareness of education options available to families. And, to rally support in states, territories and sovereign Native lands without access to expansive school choice programs to create demand for new policies that empower parents.

Past session with Jason's participation:

Youth Voices Session: Native Youth and School Choice
Youth Voices Sessions are arranged to engage ED staff and students in a discussion on various topic areas related to ED's priorities and targeted initiatives. On February 15, the National Congress of American Indians: Native American Youth Summit and the Close Up Foundation partnered with the Department to host students representing the Paiute Tribal Nation for a Youth Voices Session on School Choice. ED staff included: Jason Botel, Nicholas Abramczyk, Ron Lessard, McKenzie Snow, and Gerren McHam"

Location: Jason's office

Jason Botel Conference Line
(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 May 2018 17:03:26 +0000
To: Botel, Jason;Dickard, Norris
Cc: Robertson, Elyse
Subject: MEET: Opioid Check-In
Attachments: Untitled, Untitled, Untitled

Per Jason's email on 5/11/18---

"Hi Norris,

As we think about modifying somewhat our approach to the opioids work, I have asked Damaris to schedule a 15-min. bi-weekly meeting for you and me to discuss the work, starting next week. thanks!"

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:31 +0000
To: Botel, Jason;Dickard, Norris
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:31 +0000
To: Botel, Jason;Dickard, Norris
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:38:31 +0000
To: Botel, Jason;Dickard, Norris
Subject:

Hey Norris,

Let me know if this time does not work for you.

Thanks!

Per Jason's email on 5/11/18---

"Hi Norris,

As we think about modifying somewhat our approach to the opioids work, I have asked Damaris to schedule a 15-min. bi-weekly meeting for you and me to discuss the work, starting next week. thanks!"

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From: Rosenfelt, Phil
Sent: 18 May 2018 15:53:40 +0000
To: Rosenfelt, Phil;Washington, Mark;Koeppel, Dennis;Rigling, Kay;Botel, Jason
Subject: Meeting on Implications of OESE/OII Reorganization

Mark: Good morning again. I appreciate our discussion this morning and your interest in having a meeting with Dennis, Kay and I on the implications of the OESE/OII reorganization on the work we do with your office. You also thought Jason would be interested as well. Please let me know if this time works well for you (and Jason); I could not tell from the calendar. Please let me know if you have any questions. Thanks for your willingness to meet.

Phil

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From: Palacios, Albert
Sent: 21 Apr 2018 03:51:46 +0000
To: Palacios, Albert;Botel, Jason
Cc: Harris, Sally;Norris, Elizabeth;Dickard, Norris;Ramirez, Lisa;Whitaker, Heather
Subject: OCTAE CTE CubeSat Challenge

Jason,

I would like to invite you to attend the contract kick-off meeting for our CTE CubeSat Challenge. During this meeting we will be discussing the contract that was awarded to Luminary Labs to organize the Challenge, the specific tasks, and the preliminary approach to the design of the Challenge.

As we work on formulating the Opioid Challenge, I thought you might this meeting useful to gain an understanding of how we structured our Challenge task order, the various stages in the design and development process, how we engage with outside finding sources, and the communications planning that goes into the Challenge. There will be opportunities throughout the meeting to ask questions and participate in the conversation.

You can find more information about CubeSats here:
https://www.nasa.gov/directorates/heo/home/CubeSats_initiative

Feel free to forward to other ED colleagues you think might be interested in attending.

Thanks,
Albert

ALBERT PALACIOS
Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U.S. Department of Education

202.245.7772
Potomac Center Plaza 11-086
550 12th Street SW
Washington, DC 20202-7100

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 7 May 2018 15:03:24 +0000
To: Botel, Jason
Subject: OFFICE TIME

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From: Botel, Jason
Sent: 18 May 2018 14:31:18 +0000
To: Botel, Jason;Coxen, Carrie;Norris, Elizabeth
Subject: Office Time-Do Not Move

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 16 May 2018 17:17:21 +0000
To: Ramirez, Lisa;Botel, Jason;Miceli, Roberta;Peasley, Donald;Liu, Rebecca;Rigling, Kay
Cc: Rooney, Patrick;Spitz, Deborah
Subject: OSS Policy Meeting

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 3 May 2018 15:52:17 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Botel, Jason;Johnson, Patricia;Peasley, Donald;Simons, Jane;Hembrey, Tanesha;Butler, James;Coxen, Carrie;Avery, Tawanda;Martin, Jill;Roney, Collette;Rigling, Kay
Subject: OSS Policy
Attachments: strategic-plan.pdf

Please see call-in information:

(b)(6)

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U.S. Department of Education Strategic Plan for Fiscal Years 2018–22

ED-17-0431-F-003662

OVERSIGHT

Message from the Secretary

When confronted with any decision at the Department, my first question is always the same: what will most benefit students? Improving education for every student is the entirety of the Department's mission, and this administration remains laser-focused on keeping students at the center of all we do.

In order to better serve students and prepare them for the opportunities and challenges of the 21st century, we can no longer afford to simply tinker around the edges. The U.S. Department of Education's *Strategic Plan for Fiscal Years (FY) 2018–22* provides a bold framework for implementing President Trump's education agenda to help our students succeed and strengthen America's global competitiveness. We can take significant strides toward addressing the shortcomings in American education by returning decision-making power to those closest to students: parents, educators, states and local communities.

The *Every Student Succeeds Act* (ESSA)–signed into law in 2015 and currently in its first year of implementation–does just that. No two states are the same–each has its own unique education challenges and opportunities. And, as in any other sector, the best solutions in education will come from the bottom up, not mandated from the top down. ESSA's organizing principle reflects this reality: states, not the federal government, must lead the way in improving education for every student in America. It is our hope that, in turn, the states will do the right thing and empower parents and local communities.

Implementing ESSA is just the first step in making education more student-centric to serve the inherent unique needs of each child. Every student has different abilities and learns in different ways. Students should have access to a wide range of educational options, and their families should be able to choose the learning environment that best meets the needs of their child. It is imperative all students gain that access, regardless of where they live or how much money their family earns.

But a student's education should not end after graduating from high school. There are many pathways students can choose in their quest for lifelong learning and employment, and the number of students seeking alternatives to a traditional 4-year college degree is expected to grow in the coming years. We are committed to supporting the expansion of available postsecondary education opportunities to better meet students' needs and give them the skills to succeed.

We have started by making Pell Grants available year-round. This gives low-income students the flexibility to complete their education at a faster pace if they so choose, thereby potentially reducing their debt and allowing them to pursue the next chapter of their lives.

Access to federal student aid has allowed millions of students to further their education, yet the customer experience for acquiring and paying off these loans has been subpar at best. Complex applications, confusing notifications and multiple platforms have all led to a lack of clarity and created an onerous process for borrowers. This reality has prompted us to begin transforming Federal Student Aid's service delivery by implementing the Next Generation Processing and Servicing Environment. There is no reason a student should not be able to fill out the Free Application for Federal Student Aid (FAFSA) on their phone in one sitting. Our goal is to put in place an environment that will greatly enhance the user experience while protecting taxpayer dollars.

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Finally, it is important for the Department not only to look for avenues where we can help, but also to examine whether we are creating unnecessary burdens on educators, administrators and, most importantly, families. We want to foster a culture of innovation in education, and that begins by reviewing and removing those regulations that make it harder for educators to do what they do best: educate.

Per the President's executive order on regulatory reform, the Department is conducting a thorough review of all regulations and guidance documents currently on the books to ensure they are helping, not hindering, students. After an initial review, we rescinded over 600 outdated subregulatory documents, making it easier for families, educators and administrators to find relevant resources the Department provides.

It is incumbent upon us to bring education up to speed to meet the ever-evolving demands of the 21st century. Thanks to the support of the President, and with the efforts of our entire staff, the Department of Education is poised to do just that.

Betsy DeVos
Secretary of Education

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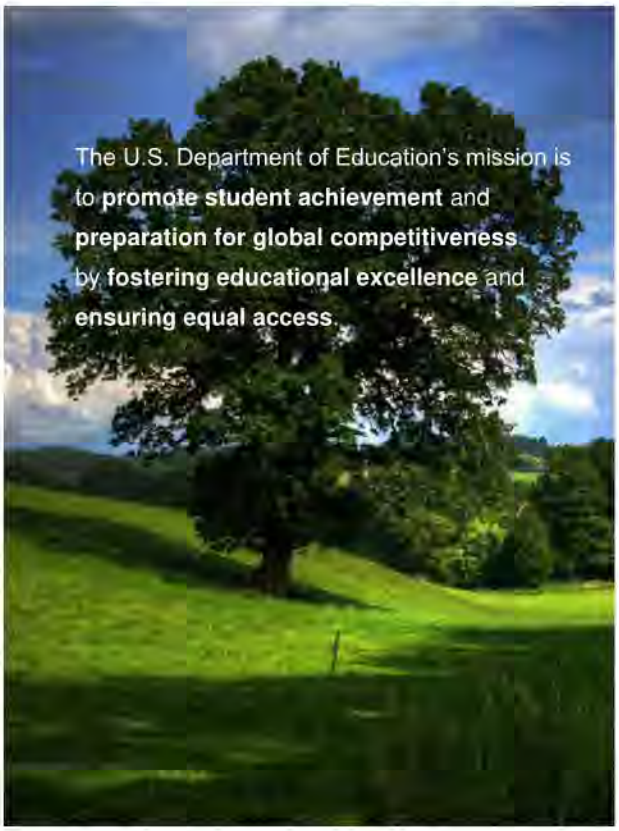
AMERICAN OVERSIGHT

Department's Mission



The U.S. Department of Education (the Department) executes the laws passed by Congress to promote student academic achievement and preparation for global competitiveness. The Department works with parents, students, educational institutions, school districts and states to foster educational excellence and to ensure equal access to education for all students.

The Department pursues its mission by administering programs that provide services throughout an individual's entire lifespan–from early intervention services to employment programs. Many of these programs provide grants to state or local educational agencies and support students and families from vulnerable populations, including children with disabilities and those from disadvantaged backgrounds. These programs also provide grants and loans to postsecondary students and facilitate research that examines ways that schools, districts, states and postsecondary institutions can improve America's education system. In addition, the Department fulfills its mission through the enforcement of civil rights laws that ensure equal access.

While recognizing the primary role of states and school districts in providing high-quality education, the Department is committed to helping ensure students throughout the nation develop skills to succeed in school, pursue postsecondary opportunities and transition to the workforce. Through its *Strategic Plan for Fiscal Years (FY) 2018–22*, the Department's vision is to support educational institutions, parents, families and communities in developing their capacity to improve outcomes for all students. The Department's Strategic Goals and associated Strategic Objectives are shown in Figure 1.

In addition to establishing the Strategic Goals and Strategic Objectives that will guide the Department's policy, budget and human resource decisions during the next four years, this *Strategic Plan* aligns with the Agency Reform Plan. Specifically, the implementation strategies that support this *Strategic Plan* leverage opportunities to manage programs and to deliver services more effectively to the students, parents and communities the Department serves, as well as to create a more productive and rewarding place to work for its employees.

The Department engaged stakeholders during the development of this *Strategic Plan* and its Agency Reform Plan. Specifically, in July 2017, the Department invited feedback from education stakeholders on how the Department could best serve the needs of America's students, families and educators and implement its mission. The Department also shared the initial draft of the *Strategic Plan* framework with Congress at that time. This early consultation informed the development of both plans. In November 2017, the Department shared a draft of its *Strategic Plan* on its website and invited feedback again. This *Strategic Plan* establishes goals and objectives that aim to improve services to the public by increasing the flexibility and support the Department provides to states, districts and postsecondary institutions in their efforts to provide a high-quality education to all students.

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FY 2018–22 Strategic Goals and Strategic Objectives

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P-12 students in every community.	
Strategic Objective 1.1	Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
Strategic Objective 1.2	Provide all P-12 students with equal access to high-quality educational opportunities.
Strategic Objective 1.3	Prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics (STEM).
Strategic Objective 1.4	Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.
Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.	
Strategic Objective 2.1	Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.
Strategic Objective 2.2	Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.
Strategic Objective 2.3	Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.
Strategic Objective 2.4	Improve quality of service for customers across the entire student aid life cycle.
Strategic Objective 2.5	Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.
Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.	
Strategic Objective 3.1	Improve the Department's data governance, data life cycle management and the capacity to support education data.
Strategic Objective 3.2	Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
Strategic Objective 3.3	Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.
Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.	
Strategic Objective 4.1	Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.
Strategic Objective 4.2	Identify, assess, monitor and manage enterprise risks.
Strategic Objective 4.3	Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.
Strategic Objective 4.4	Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

Figure 1. FY 2018–22 Strategic Goals and Strategic Objectives

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In collaboration with the Office of Management and Budget (OMB), the Department establishes four Agency Priority Goals (APGs) for FY 2018–19 that align with this *Strategic Plan* and the Agency Reform Plan. These APGs and the related Strategic Objectives are shown in Figure 2 below.

FY 2018–19 Agency Priority Goals

APG	Related Strategic Objective
Improve the access to, and the quality and transparency of, school choice options for K-12 students. By September 30, 2019, the Charter School Program (CSP) will support the creation and expansion of 300 new charter schools nationally. The CSP will also support the enrollment of 50,000 students in new charter schools. Additionally, by September 30, 2019, the Department will disseminate eight resources, at least one per quarter, on evidence-based and promising practices related to school choice.	**Strategic Objective 1.1:** Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
Improve borrowers' access to quality customer service. By September 30, 2019, Federal Student Aid will improve customers' access to and availability of quality customer service by decreasing the overall average speed of answer to 60 seconds or less, decreasing abandoned rates to three percent or less and requiring all non-default federal student loan servicers to expand and standardize call center hours.	**Strategic Objective 2.4:** Improve quality of service for customers across the entire student aid life cycle.
Improve student privacy and data security at Institutions of Higher Education (IHEs) through outreach and compliance efforts. By September 30, 2019, the Department will increase information security program outreach activities to IHEs by 40% in order to help protect IT systems and data privacy and commence audits of IHEs subject to A-133 and Gramm-Leach-Bliley Act (GLBA), resulting in 36 IHEs (from a baseline of zero) completing an audit of GLBA-related information security safeguards with no significant findings.	**Strategic Objective 3.2:** Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
Provide regulatory relief to education stakeholders. By September 30, 2019, the Department will reduce the regulatory burden on education stakeholders by submitting to OMB no less than 25 deregulatory actions (against a baseline of zero (0) for FYs 2015 and 2016).	**Strategic Objective 4.1:** Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

Figure 2. FY 2018–19 Agency Priority Goals

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Cross-Agency Priority (CAP) Goals

In addition to the APGs, the Department contributes to CAP Goals established by the Administration. These CAP Goals are used by leadership to accelerate progress on a limited number of Presidential priority areas where implementation requires active collaboration among multiple agencies. The Department will contribute to the CAP goals, as appropriate and will include information on its contributions in the *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan*.

The Department supports educational institutions, parents and state and local communities in developing their capacity to improve outcomes for all students. As such, the success of this *Strategic Plan* relies on the resources available for the Department to support these education stakeholders.

Details on annual performance and program evaluations are available in the Department's Annual Performance Reports, available online at https://www2.ed.gov/about/reports/annual/index.html.

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Strategic Goal 1

Support state and local efforts to improve learning outcomes for all P-12 students in every community.

Outcomes

Strategic Goal 1 and Strategic Objectives 1.1-1.4 focus on outcomes related to the transition from the *No Child Left Behind Act* to implementation of the *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act* in December 2015.

***Every Student Succeeds Act* (ESSA) Highlights**

- Solidifies high expectations for all students.
- Provides for a balanced approach to testing.
- Provides opportunities for children to access high-quality preschool.
- Invests in evidence-based and innovative local programs.
- Provides intervention and support for schools and students that need the most help.

The hallmark of the ESSA is the flexibility it provides for states. The ESSA maintains important transparency and accountability provisions for all students. Additionally, grants and programs authorized by law help ensure that all students receive a well-rounded education. The ESSA provides the flexibility for states to do what is best for children while preserving important protections for economically disadvantaged students, children with disabilities, English language learners and other vulnerable students. The law requires that states take steps to ensure all students have access to excellent teachers and positive, safe learning environments that equip them for college and career success.

The ESSA requires states to develop program plans with ambitious targets to close student achievement and graduation rate gaps among student groups to meet established goals that require progress for all students.

The Department will annually work with states to ensure that all required public data elements related to student and school performance are being reported in the required timeframe. Increased transparency will empower parents and students and will provide an opportunity for states and other education and community stakeholders to identify areas for targeted technical assistance that the Department can support.

The ESSA ensures that all students have access to excellent teachers and a positive and safe learning environment to equip them for college and career success.

The Department's work on this Strategic Goal and related objectives also supports children with disabilities. Pursuant to the *Individuals with Disabilities Education Act* (IDEA), the Department works to ensure that all eligible children with disabilities have a free appropriate public education designed to meet their unique needs and prepare them for further education, employment and independent living.

To meet this responsibility, the Department works to protect the rights of children with disabilities and their parents, to promote systemic improvement in the delivery of special education services and related services and of supplementary aids and services and to support the development and implementation of personnel preparation. The Department also provides states and localities with the technical assistance and other support necessary to improve educational results for children with disabilities.

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The Department will provide technical assistance through a variety of modes, by:

- Providing tools, resources and technical support related to understanding the requirements of the laws.
- Engaging in performance reviews to ensure implementation of the laws.
- Providing individual assistance as needed, as well as opportunities for peer-to-peer learning through communities of practice and learning collaboratives to expose educators to subject matter experts and promising practices in other states.

Technical Assistance to Support Strategic Goal 1

- Tools, resources and technical support.
- Performance reviews.
- Individual assistance and peer-to-peer learning through communities of practice.

This technical assistance aims to support states that implement evidence-based practices, continuous improvement, data reporting, engagement of stakeholders, effective allocation of resources and management of performance to maximize opportunity and the impact of federal programs.

Strategic Objective 1.1

Increase high-quality educational options and empower students and parents to choose an education that meets their needs.

The Department will support greater state and local flexibility in elementary and secondary education and encourage state and local educational agencies to increase the number and quality of educational opportunities to provide for meaningful school choice. This Strategic Objective aims to improve access to high-quality K-12 educational options by supporting school choice and providing families, especially families from historically underserved communities, with the information and tools needed to select the option that best meets their children's needs. Regardless of ZIP code or family income, parents and students should have access to high-quality educational options.

Implementation Strategies

To implement this Strategic Objective, the Department will encourage state and local educational agencies to expand school choice by administering programs that increase educational options (e.g., the Charter Schools Program and the Magnet Schools Assistance Program). The Department will also promote the adoption of student-centered funding formulas combined with open enrollment systems. Additionally, the Department will support state and local efforts by providing technical assistance that:

Expanded Educational Options to Support School Choice

- Charter Schools Program.
- Student-centered funding formulas.
- Open enrollment systems.

- Encourages collaboration with external organizations and subject matter experts.
- Supports the implementation of innovative practices.
- Highlights and benchmarks best practices.
- Supports states in the implementation of their ESSA plans.
- Ensures federal funding is dispersed to all schools, including charter schools, both equitably and in accordance with the law.
- Strengthens chartering and charter school quality.

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- Empowers parents and students by disseminating information about school choice options.
- Protects the rights of economically disadvantaged students, children with disabilities, English language learners and other vulnerable learners.

Through this Strategic Objective, the Department will seek to create new opportunities to support school choice, including support for new investments in public and private school choice.

Strategic Objective 1.2

Provide all P-12 students with equal access to high-quality educational opportunities.

This Strategic Objective considers characteristics that are necessary to ensure both access to opportunities and the quality of such opportunities. The ESSA provides a framework to characterize high-quality educational opportunities, including:

- High academic standards and high-quality assessments.
- A well-rounded education that includes a safe and healthy environment and integrated technology.
- Access to effective teachers and strong systems of collaboration among education stakeholders.
- Proper support and interventions for struggling students and opportunities for enrichment experiences before, after and during the school day.

The ESSA provides a framework that characterizes high-quality educational opportunities.

Access to such educational opportunities for all students, regardless of race, color, religion, sex, national origin or disability, is critical for students to have the opportunity to reach their full potential.

Implementation Strategies

School quality, climate and safety are essential components of a high-quality educational opportunity. The primary implementation strategy for this Strategic Objective is to support educational institutions, parents and communities in developing their capacity to improve outcomes for all students. In this support role, the Department will:

- Provide technical assistance and tools to support states and increase their capacity to implement their ESSA state plans.
- Support state and local educational agencies in improving school conditions, thereby increasing access to instructional time and learning.
- Ensure students with disabilities have access to special education and related services and supplementary aids and services that meet their unique educational needs, including appropriately ambitious individualized education program goals and the chance to meet challenging objectives.
- Leverage Department accountability systems, such as the Office of Special Education and Rehabilitative Services' Results Driven Accountability, to support states in improving outcomes for students.
- Support educational agencies as they improve and increase their technology infrastructure, connectivity and professional development to effectively integrate educational technology.
- Support increased access to transformative learning experiences through the use of high-quality digital resources, including openly-licensed resources, particularly for rural students.
- Ensure equal access to education and promote educational excellence across the nation through vigorous enforcement of civil rights and the provision of technical assistance to help

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schools achieve compliance with the civil rights laws enforced by the Office for Civil Rights (OCR).

- Monitor and share data from ESSA state plans, including data specific to conditions of learning and educator effectiveness, so that the public is aware of state educational agencies' goals and activities.
- Support the implementation of evidence-based strategies in instructional language programs for English learners through technical assistance and dissemination of new research and information on English Language Learner pedagogy.
- Monitor and share data and information from IDEA State Performance Plans, including the State Systemic Improvement Plan, so that the public is aware of the extent to which each state is meeting the requirements of IDEA and improving results for children with disabilities.
- Support state agencies and local providers in improving results for young children with disabilities by providing technical assistance and support.
- Provide evidence-based resources and technical assistance through the Office of Special Education Programs (OSEP) and OSEP-funded technical assistance centers to states, schools, early childhood programs and families to support the smooth transitions of preschoolers with disabilities from early intervention to preschool and from preschool to kindergarten.

Strategic Objective 1.3

Prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics (STEM).

This Strategic Objective will help the Department support state and local educational agencies in the implementation of well-rounded education programs that prepare students for college and careers. All students, including students with disabilities and educationally disadvantaged students, have the right to reach their full potential. Students should have opportunities that prepare them for the transition to college and meaningful careers.

Implementation Strategies

Access to accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and dual or concurrent enrollment programs, is critical for students as they prepare for the transition to college and career. Pursuant to the Student Support and Academic Enrichment program authorized under Title IV, Part A, and the ESSA state report card requirements, the Department will support state and local educational agencies in their plans to provide all students a well-rounded education.

The Department's implementation of the Presidential Executive Order on Expanding Apprenticeships in America will also support this Strategic Objective by providing incentives to state and local educational agencies to expand the earn-and-learn models available to secondary students. These models combine a career-oriented academic curriculum, relevant work experience and student financial assistance. Under this Strategic Objective, the Department will encourage grantees to enhance students' access to opportunities that will

Support for Successful Student Transitions to College and Careers

- Accelerated high school coursework to earn postsecondary credit.
- Dual or concurrent enrollment programs.
- Incentives to state and local educational agencies.
- Expansion of earn-and-learn models available to secondary students.

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challenge and prepare them for college and careers.

Additionally, the Department will:

- Provide technical assistance to state and local educational agencies in supporting vulnerable populations, such as students in rural communities, to transition successfully to college and careers.
- Promote the importance of STEM skills (e.g., problem solving, critical thinking) and financial literacy related to career readiness.
- Provide technical assistance designed to support state vocational rehabilitation agencies and third-party apprenticeship entities, employers and training providers that will focus on strategies and related activities to support the participation of individuals with disabilities in both new and existing apprenticeships.
- Provide technical assistance to state and local agencies to support career, technical and adult education.
- Provide technical assistance to states in implementing pre-employment transition services to youth with disabilities to ensure a smooth and effective transition to post-secondary education and/or employment.

Strategic Objective 1.4

Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.

This Strategic Objective focuses on public investments in education that result in positive academic outcomes for students. The Department generates, collects and distributes evidence through valid and reliable data, strong research and rigorous evaluations that can help states and school districts identify what works, for which students and under what conditions. Through this Strategic Objective, the Department is also expanding its work to support states as they implement provisions in the ESSA that require the use of evidence when determining what education interventions to implement.

Implementation Strategies

The ESSA recognizes that the primary responsibility for creating, improving and sustaining public education systems lies with state and local educational agencies. Consequently, the implementation strategies for this Strategic Objective focus on providing resources and support to state and local educational agencies to assist them in identifying, implementing and expanding evidence-based strategies. As such, the Department will provide to grantees existing resources supported by evidence and collaborate with external partners to help disseminate resources supported by evidence to their constituents.

To date, the Department has released non-regulatory guidance to serve as a framework for technical assistance related to the implementation of ESSA's evidence provision. The guidance, *Using Evidence to Strengthen Education Investments*, recommends a five-step decision-making process to promote continuous improvement and support better outcomes for students. This guidance serves as a framework for the Department's technical assistance related to implementation of ESSA's evidence provisions. The Department will continue its outreach to stakeholders. A key principle across these strategies is sustained technical assistance that continuously builds capacity and targets specific state and local needs. The Department will also continue to support efforts to build evidence on effective strategies to improve teaching and learning and to disseminate the results to states, school districts and the public.

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The Department's efforts on this Strategic Objective extend to families by bolstering their ability to assist in their children's academic development. For children with disabilities, the Department will continue to support its nationwide network of Parent Training and Information Centers and Community Parent Resource Centers. These centers provide parents with information and training about disabilities, protections under IDEA and rights under other relevant laws and local, state and national resources to support children with disabilities. Community Parent Resource Centers focus on reaching isolated and underserved parents of children with disabilities, such as those with low incomes or with limited English proficiency, in a specific community.

There are nearly 100 Parent Training and Information Centers and Community Parent Resource Centers in the U.S. and Territories. These centers provide free information to parents of children with disabilities.

Contributing Programs and External Partners for Goal 1

The Office of Elementary and Secondary Education is a primary contributor to this goal, particularly with its management of Title I, Title IV Part A, and the Weighted Student Funding Formula pilot under ESSA. OSERS supports the implementation of the *Individuals with Disabilities Education Act*, which includes the parent centers, and the *Rehabilitation Act of 1973*. The Office of Innovation and Improvement implements discretionary grant programs that contribute to this Strategic Objective, including the Charter School Program and the Education and Innovation Research program. Finally, the Institute of Education Sciences, OCR, the Office of English Language Acquisition and the Office of Career, Technical and Adult Education also contribute to this Strategic Goal.

Human Capital Strategies for Goal 1

ESSA promotes local innovation and the use of evidence to ensure that all students in America are prepared to succeed in college and careers. As such, human capital strategies that support this Strategic Goal focus on building the internal capacity of program officers to support states and local educational agencies as they implement state plans under ESSA. To build on this capacity, the Department will conduct needs assessments and provide on-the-job training, classroom training and developmental opportunities to close identified knowledge, skill and competency gaps and improve staff ability to deliver technical assistance and support related to the transition to and implementation of ESSA.

This human capital strategy supports the Department's commitment to ensure human resources are aligned with agency mission, goals and objectives through analysis, planning and investment.

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Strategic Goal 2

Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

Outcomes

Strategic Goal 2 and Strategic Objectives 2.1–2.5 focus on expanding the Department's efforts to support innovative, accessible and affordable paths to postsecondary credentials and job-ready skills.

In addition to supporting expanded postsecondary opportunities, the Department has a number of initiatives focused on affordability. These initiatives ensure borrowers have the best information available to make postsecondary program selection and associated borrowing decisions. The Department also continues to help students understand their financial aid options and repayment obligations. It is important that the Department expand its outreach efforts and support states and institutions in developing alternative pathways to postsecondary credentials that lead to employment, particularly for populations with barriers to employment, such as individuals with disabilities. Specifically, the Department will:

Support for Paths to Postsecondary Credentials and Job-Ready Skills

- Fostering higher completion rates in programs.
- Working in conjunction with employers and industries.
- Minimizing barriers to implementation and access.

- Support innovative and affordable paths to postsecondary credentials for all segments of the population, including vulnerable populations by:
  - Fostering higher completion rate programs.
  - Working in conjunction with employers and industries.
  - Minimizing barriers to access.
- Expand the Department's outreach efforts, including:
  - Improving affordability for all families and students by improving public understanding of the federal financial aid process.
  - Communicating with education providers about funding options and providers' responsibilities.
  - Streamlining internal efficiencies to provide the appropriate materials to facilitate student loan repayment.
- Encourage positive and safe environments by:
  - Providing school personnel with effective strategies.
  - Promoting best practices that prevent bullying, violence and disruptive actions in schools.
- Develop tools and resources within the Office of Federal Student Aid (FSA) designed to enhance customer service by:
  - Identifying new mechanisms to provide customer service.
  - Providing superior customer service within the Federal Student Aid Feedback System by delivering more timely and accurate responses.

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Strategic Objective 2.1

Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.

This Strategic Objective will support students' ability to access a range of postsecondary opportunities as well as improve the students' ability to complete the postsecondary option of their choosing. The Department recognizes there are multiple, diverse routes to postsecondary education and employment and, under this Strategic Objective, seeks to support access to these educational opportunities and their completion for students at all stages of life.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on providing support to education stakeholders in their efforts to increase access to and completion of postsecondary educational opportunities. Some key strategies include:

- Providing information, both digitally and in print, to parents and students about the potential costs and outcomes of the variety of postsecondary opportunities available to them.
- Strengthening grant programs to enhance opportunities for success past high school.
- Removing undue barriers to accessing innovative educational pathways to success past high school.
- Completing, with the help of diverse negotiators, quality regulation packages reflective of administration priorities.
- Enhancing stakeholder relationships by, for example:
    - Identifying and engaging national, regional and local partners who have access and the ability to influence students, parents or borrowers.
    - Leveraging opportunities to enhance the dissemination of critical program information to partners through various communication channels, including in-person and digital.
    - Identifying opportunities through focus groups and training to work collaboratively with partners to improve institutional oversight and the capability to process federal financial aid.
    - Implementing a plan that allows partners to collectively contribute to the advancement of web-based technology.
    - Holding quarterly events that encourage partners' participation in focus groups to collaboratively share best practices across the federal financial aid community.
    - Developing a creative and engaging national awareness campaign—in conjunction with partners—aimed at students, parents and borrowers to enable them to be better informed about the financial aid process and, as a result, make better borrowing decisions.

Increase Access to and Completion of Postsecondary Educational Opportunities

- Information about the potential costs and outcomes of available postsecondary opportunities.
- Stronger grant programs.
- Removal of access barriers.
- Quality regulation packages.
- Enhanced stakeholder relationships.

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- Supporting the cultivation of safe environments conducive to lifelong learning by conducting outreach, ensuring Title IX protections and investigating civil rights and *Clery Act* violations.
- Providing technical assistance to help institutions achieve compliance with the civil rights laws that OCR enforces.

Strategic Objective 2.2

Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.

The Department is committed to improving educational opportunities for the existing and future workforce.

This Strategic Objective aims to improve educational opportunities for the existing and future workforce. It is essential for educational institutions to work with a variety of industries to ensure postsecondary education adequately prepares students to be successful in the job market. It is also essential that the Department fulfills its commitment to individuals with disabilities by working with state and local agencies to provide job-driven training and support services, consistent with the *Workforce Innovation and Opportunity Act*.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on improving educational opportunities, training and support services for the workforce. Some key strategies include:

- Providing grant funding and technical assistance to states and local education and vocational rehabilitation service providers to expand and strengthen career pathways programs (including STEM programs), transition planning, career guidance and other supportive services.
- Building and disseminating evidence on effective career and technical education and postsecondary education strategies.
- Partnering with other federal agencies, states, employers and non-governmental organizations to support strategies that blend education, job skills development and supportive services to provide seamless pathways to competitive integrated employment in high-demand industries, including STEM fields.
- Providing technical assistance to employers in efforts to employ individuals with disabilities in competitive integrated employment.
- Encouraging more collaboration among employers, state and local educational agencies and institutions of higher education to expand and improve the quality of and access to work-based learning opportunities, including apprenticeships.
- Supporting the development, evaluation and replication of cost-effective delivery models that improve postsecondary and employment outcomes, including the use of Pay for Success and collective impact models.
- Encouraging public and private partnerships where appropriate.

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Strategic Objective 2.3

Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.

This Strategic Objective focuses on education paths that are innovative and affordable and lead to educated citizens with quality careers. It is vital for students to collaborate with agencies and educational institutions to improve students' ability to compete in the continually changing modern global economy by creating new programs or expanding existing ones that provide postsecondary credentials or mastery of job-ready skills.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on partnering with education stakeholders to create or expand innovative and affordable paths that will lead to quality careers. Some key strategies include:

- Providing grant funding and technical assistance resources to develop, evaluate and replicate practices and programs that expand access to viable educational and career pathways.
- Providing technical assistance through the *Workforce Innovation and Opportunity Act* and the *Carl D. Perkins Career and Technical Education Act* to support career, technical and adult education.
- Promoting policies and programs that reduce cost and accelerate the time it takes to earn quality credentials and develop marketable skills (e.g., career and academic guidance, competency-based education, dual enrollment, statewide and institutional transfer agreements, work-based learning, apprenticeship and remediation reform). This may be achieved by:
    - Encouraging state and local educational agencies to promote better postsecondary planning and supporting the expansion of quality dual enrollment options to reduce costs and accelerate completion of a credential.
    - Utilizing the Department's communications outlets to showcase promising practices at the district, state and institution levels for all pertinent audiences in the publishing formats they need.
- Exploring methods for removing regulatory barriers through the negotiated rulemaking process laid out in the *Higher Education Act* (HEA) and *Administrative Procedures Act.*
- Partnering with other federal agencies, employers and non-governmental organizations to increase access to, and participation in, education and job skills development that lead to marketable skills and quality postsecondary credentials.

Example Strategies to Support Innovative and Affordable Paths to Quality Careers

- Grant funding and technical assistance.
    - *Workforce Innovation and Opportunity Act.*
    - *Carl D. Perkins Career and Technical Education Act.*
    - Federal Work-Study Program.
- Regulatory barrier removal.
- Partnerships with other federal agencies, employers and non-governmental organizations.

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- Exploring new or existing experimental sites by:
  - Using the current Experimental Sites Initiative authority to evaluate the effectiveness of statutory and regulatory flexibility for participating institutions disbursing Title IV student aid.
  - Evaluating the results of current experiments–such as Dual Enrollment, Prior Learning Assessment, Competency-Based Education, Limited Direct Assessment and Educational Quality through Innovative Partnerships–to explore changes to regulations and statutes that have the potential to benefit all postsecondary institutions and the students they serve.

Strategic Objective 2.4

Improve quality of service for customers across the entire student aid life cycle.

This Strategic Objective focuses on the customer service provided by the Department to students, parents, borrowers and institutions. To improve the way the Department serves its customers, the Department will modernize the loan-servicing environment by taking the best ideas and capabilities available and putting them to work for Americans with federal student loans. The focus will be on improving customer service, such as access and speed, through modern technology and communication channels. The Department will deliver a best-in-class processing and servicing environment capable of sustaining the management of the growing federal student loan portfolio.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on improving overall awareness of FSA programs and helping aid recipients understand their obligations. Some key strategies include:

- Enhance outreach, training and tools to help postsecondary institutions better understand responsibilities and requirements under the HEA.
- Conduct targeted outreach campaigns aimed at increasing access to minority serving institutions and at underrepresented students to increase their awareness of the federal aid programs.
- Enhance and refine FSA's messaging to customers by making improvements to our public-facing, flagship website, StudentAid.gov, that are informed and guided by both customer analytics and stakeholder input.
- Partner with FSA stakeholders, including but not limited to high school guidance counselors, community groups, states, governmental entities and non-profit groups, to improve the conception, design and delivery of FSA information and tools.

As student and borrower demographics become more diverse, there will be a growing need to use tailored approaches to interact with customers.

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Strategic Objective 2.5

Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.

This Strategic Objective seeks to improve how the Department interacts with stakeholders through FSA. The Department will develop materials that clearly communicate students' and parents' options to repay federal student loans before and during the course of pursuing a postsecondary credential.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on providing the tools and information necessary to enhance the students' and parents' ability to repay their federal student loans. Some key strategies include:

- Developing a comprehensive framework for default prevention that allows students to understand and access information about potential college options and associated costs and outcomes, loan counseling and guidance, support for retention, loan repayment options and borrower benefits.
- Supporting policies to increase access to postsecondary education and promote responsible borrowing.
- Developing a robust modern and mobile-first servicing environment that enables customers to access accurate and timely information on Free Application for Federal Student Aid completion, loan servicing and multiple customer service options.
- Implementing a low-cost methodology for both broad communications and targeted outreach in order to expand FSA's reach and improve penetration of messaging to students and customers.

Strategies to Support Federal Student Loan Repayment

- Develop default prevention framework to support informed choices.
- Develop a modern, mobile-first servicing environment.

Contributing Programs and External Partners for Goal 2

This Strategic Goal involves both internal and external stakeholders. Internal stakeholders include the:

- Office of the Under Secretary.
- Office of Postsecondary Education.
- Office of Federal Student Aid.
- Office of Career, Technical and Adult Education.
- Office of Special Education and Rehabilitative Services.
- National Center for Educational Statistics.
- Office of Planning, Evaluation and Policy Development.
- Office for Civil Rights.

Some of the external education stakeholders include:

- College associations.
- Apprenticeship associations.

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- University systems.
- Trade associations.
- Student organizations.
- State vocational rehabilitation agencies.
- State higher education executive organizations.

Human Capital Strategies for Goal 2

The human capital strategies that support this Strategic Goal focus on building a highly skilled team of education professionals working in unison to ensure economic opportunity for all individuals. To build on this capacity, the Department will:

- Engage, develop and inspire a diverse, high-performing workforce by creating, implementing and maintaining effective performance management strategies, practices and activities that support mission objectives.
- Communicate in an open and transparent manner to facilitate cross-agency collaboration to achieve mission objectives.

These human capital strategies support the Department's commitment to fostering a culture of engagement and collaboration as well as developing a diverse, results-oriented and high-performing workforce.

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Strategic Goal 3

Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

Outcomes

Strategic Goal 3 and Strategic Objectives 3.1-3.3 focus on strengthening data-driven decision-making in education by focusing on the ways we manage and make available education data, while protecting student privacy. The Department is committed to improving how staff and stakeholders access, use and share meaningful data on education while protecting privacy. These improvements enable the Department and other stakeholders in the education community to better provide the public with the information necessary to make informed decisions on behalf of their communities, states and local districts. Strengthening the Department's data life cycle management, governance and quality framework will help ensure data being used within the Department for decision-making are accurate and reliable.

Strengthening the Department's data life cycle management, governance and quality framework will help ensure data being used for decision-making are accurate and reliable.

Strategic Objective 3.1

Improve the Department's data governance, data life cycle management and the capacity to support education data.

This Strategic Objective focuses on data the Department collects and builds, the data management framework and internal capacity. Data management is the development, execution and supervision of plans, policies, programs and practices that control and enhance the value of data and information assets within the enterprise. The main goal of improving data management is to clarify the roles and procedures used to optimize data integrity and quality. The strategies behind this objective guide the Department's activities to develop and support the highly skilled workforce capacity necessary to execute these improvements. As a result, parents, communities and the Department's state and local partners will be more inclined to use data to make more informed decisions on behalf of their children and communities.

Implementation Strategies

The implementation strategies to support improving the Department's data management, quality and governance to support education data include the following with associated short-term and long-term milestones:

- Build a highly skilled workforce of data professionals throughout the Department to facilitate the accurate and appropriate use of data.
    - Develop role-based training curricula for data professionals.
    - Increase the percentage of the Department's program offices consistently participating in the new curricula.
- Improve the Department's data life cycle management by evaluating its quality, timeliness, objectivity, utility and integrity.
    - Explore improvements in the Department's organizational structure that would facilitate better data practices, including potential benefits from more centralized data management functions.

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- Improve internal messaging and guidance on Data Management at the Department from the Data Strategy Team.
- Leverage data management best practices and resources to strengthen the Department's data releases.
- Create feedback loops and tools to better understand education data quality issues and document, track and help mitigate identified issues.
- Increase the number of program office releases that use recognized best practices for data management.

Strategies to Support Improved Education Data Management, Quality and Governance

- Build a workforce of skilled data professionals and accompanying training curricula.
- Improve data life cycle management in terms of quality, timeliness, accuracy, precision and interoperability.

Strategic Objective 3.2

Improve privacy protections for, and transparency of, education data both at the Department and in the education community.

This Strategic Objective focuses on ensuring that increased use of data for program evaluation and policymaking is accompanied by improved privacy protections and better transparency of data both within the Department and throughout the education community.

Implementation Strategies

Implementation strategies in support of improving the privacy protections for, and transparency of, education data include the following associated short-term and long-term milestones:

- Support external partners in improving the privacy and security of education data and the transparency of data practices.
  - Improve student privacy and data security at IHEs through ramped up outreach and compliance efforts.
  - Review a representative sample of Local Educational Agency websites for the transparency of their data practices and compliance with federal privacy laws when contracting with third party vendors.

Strategies to Support Privacy Protection and Transparency of Education Data

- External partner support, including outreach and compliance efforts.
- Efficient administration, enforcement and technical assistance, including timely FERPA policy determinations and enforcement.

- Improve the efficiency of the Department's administration, enforcement and technical assistance relating to student privacy.
  - Ensure timeliness of the *Family Educational Rights and Privacy Act* (FERPA) enforcement.
  - Ensure timeliness of FERPA policy determinations.
  - Ensure timeliness of student privacy technical assistance.

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Strategic Objective 3.3

Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.

This Strategic Objective focuses on increasing access to education data at all levels and improving the methods and access to tools necessary to support the appropriate use of education data for decision-making by the Department and education stakeholders.

Implementation Strategies

Implementation strategies in support of maximizing access to, and the appropriate use of, education data with associated short-term and long-term milestones include the following:

- Develop and implement methods to access, analyze, visualize, interpret and represent education data in order to support informed decisions.
  - Improve the technical and procedural infrastructure of the Department to increase data accessibility and usability for Department staff.
  - Identify and provide access to the tools needed to enable data-driven decision-making within the Department, including the use of data to evaluate data quality, improve program management and inform monitoring and technical assistance decisions.
  - Identify, develop and provide training on policies, procedures and practices that emphasize data-driven decision-making within the Department.

Strategies to Support Data-Driven Decision Making by the Department and Education Stakeholders

- Enhanced data analysis methods.
- Tools and training.
- Improved data visualization and reporting techniques.
- Support for external stakeholders' data use.
- Established standards for Department data releases.
- Increased data accessibility and usability for Department staff.

- Establish best practices for the Department's data releases to make data and documentation accessible in user-friendly, audience appropriate and 508 compliant formats while reducing burden, to include:
  - Refine the Department's two-way communication with the public to streamline discussions of data access and usability.
  - Improve technical assistance to increase the accessibility of education data for external partners.
  - Identify open data opportunities to increase data accessibility to a wider audience.
  - Establish requirements for and deploy a centralized data-hosting environment.
- Support external partners in increasing the accessibility, quality and use of education data.
  - Support external stakeholders in using the Department's data.
  - Identify and offer the sessions and information external stakeholders need to use education data to increase data-driven decision-making.

Contributing Programs and External Partners for Goal 3

This is a cross-cutting goal that touches all offices and programs across the Department as well as its grantees, state and local partners and education stakeholders.

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Human Capital Strategies for Goal 3

Human capital strategies supporting this Strategic Goal focus on building a highly skilled workforce of data professionals equipped with the knowledge, technical ability and expertise necessary to meet the Department's growing data needs and opportunities. The development and implementation of a training curriculum with applicable policies, procedures and tools are necessary to successfully implement this Strategic Goal. To build on this capacity, the Department will:

- Invest in education, training and other developmental opportunities to build mission-critical competencies throughout the Department to facilitate the accurate and appropriate use of data.
- Identify a training curriculum for data professionals at varied levels of data maturity and staff expertise.
- Identify, create, represent, distribute and enable the effective sharing of insights and experiences, institutional knowledge and innovative ideas across the organization.
- Identify accountability mechanisms to strengthen the relationship between data professionals and the data being collected, generated and shared.
- Increase the number or percentage of the Department's data professionals participating in the new curriculum.
- Increase the number or percentage of data professionals with accountability measures linked to their performance plans.

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Strategic Goal 4

Reform the effectiveness, efficiency and accountability of the Department.

Outcomes

The Department will seek to eliminate outdated, unnecessary or ineffective regulations.

The Department's organizational capacity relies not only on our human capital but also on other resources, including physical, material, financial and informational resources. Strategic Goal 4 and Strategic Objectives 4.1–4.4 focus on improving the Department's processes, such as reviewing regulations, and where appropriate, on repealing, replacing or modifying regulations. Achievement of this goal will eliminate outdated, unnecessary or ineffective regulations; will repeal, replace or modify those regulations that eliminate jobs or inhibit job creation, impose costs that exceed benefits, or otherwise impose undue burdens on regulated parties; and will establish a high-functioning Enterprise Risk Management (ERM) process while also improving Federal Employee Viewpoint Survey scores.

Strategic Objective 4.1

Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

This Strategic Objective will help the Department better serve the public by providing regulatory relief and improving its decision-making processes, including those that impact grant and contract awards and the reporting burden on recipients. This burden reduction and relief effort will both streamline and improve internal processes for a more efficient workplace, which will allow the Department to better serve the public.

Implementation Strategies

Implementation strategies that focus on streamlining and processes that reduce the reporting burden of recipients include:

- Reducing internal transaction costs by reviewing internal processes and identifying opportunities to increase efficiency.
- Identifying opportunities to collaborate with other federal agencies to improve common processes, such as the federal hiring process.
- Using the Regulatory Reform Task Force to identify and, as appropriate, repeal, replace or modify outdated, inconsistent, unnecessary or ineffective regulations that (i) eliminate jobs or inhibit job creation, (ii) impose costs that exceed benefits, or otherwise impose undue burdens on regulated parties, or (iii) continue to rely on executive orders or other Presidential Directives that have been rescinded or substantially modified or are no longer in effect.

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Strategic Objective 4.2

Identify, assess, monitor and manage enterprise risks.

This Strategic Objective focuses on the Department functioning more effectively by establishing strong ERM practices. The Department will strengthen its implementation of ERM by integrating existing risk management processes and including risk as a central element in all critical day-to-day and strategic decision-making activities. The Department will also develop a more risk-aware culture that facilitates increased focus on the range of risks the Department faces and fosters open discussions about how those risks might impact the accomplishment of the Department's mission and whether resources are aligned to mitigate risks to an acceptable level.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on implementing strong ERM practices across the Department. Short-term and long-term milestones follow:

- Implement a suitable ERM framework within the Department that leverages existing risk management activities, processes and governance bodies.
  - Regularly update the risk profile.
  - Assign risk owners.
  - Develop risk-mitigation plans.
- Create a risk-aware culture where risks and risk responses are openly discussed.
  - Develop communication strategies (top-down/bottom-up).
  - Integrate ERM with the Department's Internal Control Program.
- Manage enterprise risks in a coordinated and integrated manner aligned with the achievement of the *Strategic Plan*.
  - Integrate actions to address key management challenges (including those identified by the Office of Inspector General) with risk-mitigation plans.
  - Consider enterprise risks in resource allocation decisions.
  - Establish clear links between the risks associated with Strategic Goals 1–4 and the implementation strategies aligned with the core functions performed by the Department.

Strategies to Support Implementation of a Suitable ERM Framework

- Leverage existing risk management activities, processes and governance bodies.
- Create a risk-aware culture.
- Manage enterprise risks in a coordinated and integrated manner.

Strategic Objective 4.3

Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.

This Strategic Objective focuses on strengthening protections for the Department's information technology infrastructure, systems and data to enhance the ability of employees to perform their duties. Improved cybersecurity will be a key contributor in ensuring the Department's systems and data are protected, which will help build a strong foundation for the Department's information technology infrastructure.

Improved cybersecurity is key to help build a strong foundation for the Department's information technology infrastructure.

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Implementation Strategies

The implementation strategies for this Strategic Objective focus on strengthening the Department's cybersecurity, information technology infrastructure and data life cycle management. Associated short-term and long-term milestones follow:

- Implement proactive cybersecurity services to enhance the ability to securely deliver educational opportunities to our customers on the platforms and experience that they expect.
- Provide a fully-functional and highly-resilient cybersecurity capability with continuous monitoring capability to manage risk and to protect systems and information.
- Unify and expand outreach programs to improve the cybersecurity posture and delivery of Departmental services.

Features of the Department's Vision for a Stronger Information Technology Posture

- Proactive cybersecurity services.
- Continuous monitoring and threat intelligence capabilities.
- Improved cybersecurity workforce.
- Shared services and cloud capabilities.

- Address shortfalls in the cybersecurity workforce through an improved workforce program to acquire, retain, develop and enhance critical skills and expertise.
- Integrate and optimize opportunities to incorporate and consolidate shared services and cloud capabilities.
- Enhance cyber threat intelligence capabilities to ensure that Department systems can more effectively protect and rapidly identify, detect, respond and recover from complex cyber-attacks.
- Educate Department employees on their roles in promoting cybersecurity and keeping the Department more secure.

Strategic Objective 4.4

Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

This Strategic Objective focuses on maximizing employee effectiveness, thus improving workforce engagement and performance. The Department will provide employees with growth opportunities and will implement accountability measures to assist employees in being engaged members of the workforce.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on developing a more engaged and accountable workforce. Short-term and long-term milestones follow:

- Develop an internal communication strategy to integrate employee engagement into day-to-day operations and reform activities.
- Provide professional development opportunities to build a highly engaged and prepared workforce with the skills necessary to enhance mission achievement.
- Enhance succession planning, including implementation of a phased Voluntary Early Retirement Authority/Voluntary Separation Incentive Payments offering to restructure positions to fit the needed skill sets.
- Ensure supervisors and managers have active Individual Development Plans.

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- Ensure supervisor and manager performance plans include a measurable critical element related to employee engagement action planning and results to improve employee engagement.
- Create a targeted strategy to retain and leverage critical employee skill sets:
    - Develop cross-training and reassignment strategies in conjunction with the federal workforce reduction effort.
    - Conduct training needs assessments for all mission-critical and remaining job occupational series.
- Develop and implement an organizational health dashboard.

Strategies to Improve the Engagement and Preparation of the Department's Workforce

- Internal communication strategy focused on employee engagement.
- Professional development opportunities to build a skilled workforce.
- Enhanced succession planning.
- Supervisor and manager accountability.

Contributing Programs and External Partners for Goal 4

This Strategic Goal impacts all the Department's offices and the following external partners: OMB, Office of Personnel Management and other federal agencies.

Human Capital Strategies for Goal 4

Human capital strategies that support this Strategic Goal focus on streamlining and improving Departmental processes for a more efficient workplace, developing a risk-aware culture, improving employee performance and creating a highly effective and engaged workforce. To build on this development plan, the Department will:

- Dedicate resources to enable staff to acquire and apply new and advanced knowledge, skills and abilities and continue to progress in the organization through learning and development activities.
- Share best practices, foster innovation and collaborate in the development and implementation of new processes and procedures to improve individual and organizational performance.
- Review, implement and communicate organizational enhancements and collectively inspire employees to achieve significant, sustained and measurable improvements in performance on an ongoing and regular basis.
- Collect, analyze, review and report performance data to drive performance and improvement.
- Implement a performance management system to differentiate levels of employee performance, provide regular feedback to employees and link individual performance to organizational goals.

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The Path Forward

States, school districts and education institutions have the primary roles in providing high-quality education. As such, the Department is limited in its authority and cannot influence all education outcomes; however, the Department is committed to supporting states, school districts and education institutions in helping students develop skills to succeed in school, pursue postsecondary opportunities and transition to the workforce.

Another factor that impacts this *Strategic Plan* is the capacity of state and local educational agencies. With responsibility over program administration, these agencies will need to consider their workforce needs. Additionally, in the current economic climate, students' needs and education costs are growing while budgets are contracting. Expanding services and support to address students' academic needs and overall health will continue to be a challenge given fiscal constraints. Finally, the differences in availability of funding and resources at the state and local levels remain a challenge in serving all students, including vulnerable populations. Throughout the implementation of this *Strategic Plan* the Department will provide technical assistance and partner with institutions to address these external factors.

The Department will continue to use quarterly performance reviews, targeted strategic initiatives and outreach to leaders and education stakeholders to assess progress and garner engagement toward achieving strategic goals and outcomes. Continuous improvement rests on ongoing cycles of assessing performance, examining data and applying lessons learned to improve practices. Strengthening a culture of continuous improvement is at the heart of the Department's efforts to partner with and support educators, administrators and policymakers, with the intent of obtaining better outcomes for all students.

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Glossary of Acronyms and Abbreviations

Acronym	Description
APG	Agency Priority Goal
CAP Goals	Cross-Agency Priority Goals
CSP	Charter School Program
ERM	Enterprise Risk Management
ESEA	*Elementary and Secondary Education Act of 1965*
ESSA	*Every Student Succeeds Act*
FAFSA	Free Application for Federal Student Aid
FERPA	*Family Educational Rights and Privacy Act*
FSA	Office of Federal Student Aid
FY	Fiscal Year
GLBA	*Gramm-Leach-Bliley Act*
HEA	*Higher Education Act of 1965*
IDEA	*Individuals with Disabilities Education Act*
IEP	Individualized Education Program
IES	Institute of Education Sciences
IHE	Institution of Higher Education
IT	Information Technology
LEA	Local Educational Agency
NCES	National Center for Educational Statistics
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical and Adult Education
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
OII	Office of Innovation and Improvement
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OPEPD	Office of Planning, Evaluation and Policy Development
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
SEA	State Educational Agency
STEM	Science, Technology, Engineering and Mathematics
U.S.	United States
WIOA	*Workforce Innovation and Opportunity Act*

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 May 2018 17:39:59 +0000
To: Botel, Jason
Subject: Personal Appt

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 May 2018 02:18:02 +0000
To: Botel, Jason
Subject: personal call

AMERICAN OVERSIGHT

From: WDCFB6-3W336
Sent: 30 Apr 2018 14:14:31 +0000
To: WDCFB6-3W336;Rosenfelt, Phil;Surprenant, Kala;Ramsey, Tara;Galiatsos, Ann Margaret;Betka, Sue;Lyles, Sylvia;Baggett, Madeline;Hodel, Hannah;Washington, Mark;Rooney, Patrick;Deaton, James;Dowling, Maureen;Crum, Laurette;Taliaferro, Jason
Cc: Salley, Robert;Johnson, Patricia;Miceli, Roberta;Ahmad, Shavonney;Martin, Jill;Pasternak, Sharone;Koeppel, Dennis;Botel, Jason;Ramirez, Lisa;Santy, Ross;Glander, Mark;Hall, Marilyn
Subject: Pre-meeting "School Choice for American Indian and Alaska Native Students Study"
Attachments: GAO Questions.pdf

Updated handout from GAO.

Pre-meeting prior to GAO Entrance Conference to discuss objectives of GAO's study on "School Choice for American Indian and Alaska Native Students".
Conference Room 3W336 Conference Line: (b)(6)

AMERICAN OVERSIGHT

Questions for Department of Education Entrance Conference (102640)
May 4, 2018 at 2:00pm; (b)(6)

I. Introductions and Background

1. **Requesters:** Rep. Virginia Foxx, Chair, House Education and the Workforce and Rep. Kevin Cramer

2. **Current research questions:**

    i. To what extent do areas with high concentrations of American Indian and Alaska Native students include school choice options, including public charter schools?

    ii. What is known about the academic achievement of American Indian and Alaska Native students attending traditional schools compared to those attending other types of schools?

II. Education programs related to American Indian and Alaska Native education and school choice

1. Please describe particular programs, if any, operated through the Office of Indian Education that are targeted at public or private school choice for American Indian and Alaska Native (AI/AN) students.

2. Please describe particular programs, if any, operated through the Office of Innovation and Improvement that are targeted to AI/AN students or communities.

3. What, if any, of these programs has Education seen as particularly beneficial to AI/AN students or communities? What, if any, challenges or constraints has the Department experienced related to key school choice programs and AI/AN students or communities?

4. Are there other key Education programs or funding opportunities that could be used to foster choice for AI/AN students? For example, does Impact Aid allow this type of flexibility?

5. Has the Secretary announced any new programs or policy changes related to such flexibilities?

III. Data on school choice for AI/AN students

6. To review public school choice options for AI/AN students, in addition to using the Common Core of Data for enrollment and school type data (i.e., regular public schools, charter, magnet, and virtual schools), are there other datasets that you would suggest we review as part of our inquiry?

7. If we were to include data on private schools serving AI/AN students, would Education's Private School Universe Survey be the most appropriate dataset? Are

AMERICAN OVERSIGHT

there other datasets that you would suggest we review for private school data for this population?

8. In the National Indian Education Study (NIES), Education defines a school as a high-density public school for AI/AN students if 25 percent or more of the students in the school were AI/AN. Can you describe how you developed that threshold of a high-density school?

    i. Has Education conducted any other work looking at areas with high concentrations of AI/AN students?

    ii. Has Education used any other measures of "high-density" in its research, such as at the school district or census tract level?

IV. Data on achievement for AI/AN students

9. The NIES contains breakouts of achievement data for all AI/AN students in public schools, compared to Bureau of Indian Education schools and high- or low- density public schools. Has Education analyzed NIES data by any other school types?

    i. For example, in the school questionnaire for the 2015 NIES, there is an option for schools to select "charter school." Could the data be reliably analyzed at this level?

    ii. Is the 2015 NIES data, including confidence intervals/margins of error, available for analyses outside of Education?

10. In our preliminary look at recent years of the National Assessment of Education Progress (NAEP) data for AI/AN students, it appears that data for this population are often unable to be reported when disaggregated by public school type. Is this Education's understanding as well?

    i. Has Education conducted any analyses of NAEP data (other than NIES) by type of school that would include data on AI/AN students?

    ii. Are there other datasets you would suggest we explore in terms of disaggregating academic achievement for AI/AN students by school type?

11. Please describe analyses, if any, that Education has conducted using data from state-level achievement tests, particularly as they relate to AI/AN students.

V. Wrap-up and administrative

12. Are there any other key programs or ongoing efforts at Education related to these topics that we have not yet discussed?

13. Are there any experts in this area the Department would recommend we contact or any particular research studies that we should become familiar with for context?

14. Identifying points of contact for future questions, document requests, assistance with datasets, etc.

AMERICAN OVERSIGHT

From: Woodworth, James
Sent: 26 Apr 2018 18:17:00 +0000
To: Woodworth, James;Snyder, Tom;McFarland, Joel
Cc: Blew, James;Botel, Jason;Snow, McKenzie;Lee, Ebony;Bailey, Nathan;Zais, Mitchell;Jones, Diane;Rinkus, Christopher
Subject: Prerelease Briefing for Condition of Education

This is the invitation for the pre-release briefing for the Condition of Education report. Please feel free to forward this invitation to other individuals within your units.

AMERICAN OVERSIGHT

From: OESE.RecognizED
Sent: 27 Apr 2018 12:53:30 +0000
To: OESE.RecognizED;Painter, Robyn;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Pace, Sheba;Ahmady, Lori;Rogers, Melvin;Akinsipe, Jasmine;Avery, Tawanda;'Juanita.Baker@ed.gov';Banks, Amy;'Amanda.Barney@ed.gov';Barren, Morris;'Bearden, Susan';Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;'Browning, Andrea';Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;'Coffman, Lisa';Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Foster, Crystal;'Foster, Keila';Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;'Hannestad, Katie';Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;'angela.he@ed.gov';Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;'nalini.lamba.nieves@ed.gov';Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;'Smith, Andrew V.';Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;'Vann, Angela';Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;'Casandra.Woodall@ed.gov';Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;'Poirier, Kylie';Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Darling, Darcalyn;Montaque, Jamila;England-Albright, April
Subject: RecognizED: Meet-up: The Creative Writing Process!
Attachments: The RecognizED Series 2018 #1 (2).docx, RecognizED May 2nd flyer.docx

RecognizED Meet-Up

Presented by *RecognizED*!

AMERICAN OVERSIGHT

The Creative Writing Process!

Wednesday, May 2, 12:00-1:00 pm
Live from the Atlanta Regional Office!

April England-Albright and Jamila Montaque (OCR) | 12-1pm | SNAFC, 19th Floor, OCR Large Conference room
Conference Line: 202 991-0393

Come and learn about the creative writing process from OCR's own April England-Albright and Jamila Montaque. Ms. England-Albright writes screenplays in her free time and Ms. Montaque writes novels. Come hear about their experiences and process!

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

*All are welcome! **For more information, please contact RecognizED@ed.gov**

Reasonable Accommodations: If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Denise M. Joseph by phone at (202) 453-6702 or email at RecognizED@ed.gov no later than 5 business days prior to each event date.

The May 2nd Flyer

AMERICAN OVERSIGHT

The RecognizED Series Updated Flyer

AMERICAN OVERSIGHT

Presenting ....

*The RecognizED Series**

Month	Topics	Presenter	Room Numbers
April 11th	Be Poetic – A Poetry Journey	Sheba Pace	1W126
April 12th	The Library Tour	Sara Trettin	Library
May 2nd	Creative writing and the ins and outs of the writing process	April England-Albright, J.D. Jamila Montaque, J.D	+1 (202) 991-0393
May 9th	Culture Champions	Carolyn Collins	1W126
June 13th	Employee Engagement	Treneisha Jones -Gaston	240-20
July 11th	Dignity and Respect, Part II	Ray Crawford	1W126
August 8th	Self-care/Children's Books	Celeste Rodriquez	Library
September 12th	Essential Oils for cleaning & more	Denise M. Joseph	1W126
October 10th	Law-Phil-ness 2.0	Phil Rosenfelt	240-20
November 14th	Leadership and Ego, Part II	Jason Botel	240-20
December 12th	Tour of the Student Art Exhibits	Jacquelyn Zimmermann	Maryland Avenue Lobby
TBD	Growing with Value	Kathleen McMillian –Roberts	1W126

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All sessions will be held from 12pm -1pm

*All are welcome!

For more information, please contact RecognizED@ed.gov

Reasonable Accommodations: If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Denise M. Joseph by phone at (202) 453-6702 or email at RecognizED@ed.gov no later than 5 business days prior to each event date.

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 7 May 2018 15:39:35 +0000
To: Botel, Jason
Subject: STAY AROUND EEOB AREA

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 7 May 2018 17:53:57 +0000
To: Mark Washington2;OESE All Users
Subject: TEACHER APPRECIATION WEEK

Colleagues,

Immediately following the ***OESE All Staff*** meeting Tuesday, May 8 @2pm – 4pm in the LBJ Barnard Auditorium will be the screening of the film ***"Hidden Figures"*** to celebrate Teacher Appreciation week. A Popular 2017 film about persistence, education, dedication and the excellence of a few that led to the success of the NASA space program. ***(Closed captioning for deaf and hard of hearing will be available)***

"TEACHER APPRECIATION WEEK – ENJOY THE MOVIE"

✶ **Reasonable Accommodations.** Closed captioning for deaf and hard of hearing will be available. If you require reasonable accommodation other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Jerine Coley or by email at jerine.coley@ed.gov.

Mw

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 7 May 2018 16:51:45 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Grant, Damaris
Subject: Treats for OESE Teacher Appreciation Week

Per Michael Johnston's email ----

"Hi All,
I hope you all had an enjoyable weekend! In addition to Teacher Appreciation Week, it is also Public Service Recognition Week and Mark wanted to do organize an event to show appreciation for all of our OESE colleagues. The event will consist Mark, Jason, and Lisa walking the 3rd floor, handing out TBD "cold treats" (popsicles, ice cream sandwiches – open to your suggestions).

I imagine, Lisa and Jason's schedules get more hectic as the week proceeds, but we were hoping to find a time that works for Jason, Lisa, and Mark. Can you all let me know Jason/Lisa's availability, for 30 minutes during the following dates/times.

Wednesday (5/9): 2:30pm-4pm
Thursday (5/10): 1-3pm, 3:30-4:30pm

Thanks,
Mike"

AMERICAN OVERSIGHT

From: Hanson, Karen
Sent: 16 Apr 2018 14:10:43 +0000
To: Hanson, Karen;Forbes, Bart;Meacham, Aimee;Kinkoph, Douglas;Spining, Laura;jfowler@achp.gov;Jannine.miller@osec.usda.gov;bhenson@dra.gov;Botel, Jason;Ralph.h.gaines@hud.gov;Kate_macgregor@ios.doi.gov;egiancha@nsf.gov;Kipp.kranbuhl@treasury.gov;cvaughn@achp.gov;rnelson@achp.gov;John.Donovan@ocio.usda.gov;Katherine.Braga@osec.usda.gov;mmazel@fs.fed.us;edenson@fs.fed.us;jperry@fs.fed.us;laurel.leverrier@wdc.usda.gov;Chad.Parker@wdc.usda.gov;mdefalco@arc.gov;cfeerick@arc.gov;Duane, Jennifer A.;Moyer, Timothy;Spurgeon, Andrew;Sullivan, Patrick;michael_r_drummond@ceq.eop.gov;Daniel.Folliard@sd.mil;Sally.donnelly@sd.mil;james.p.campion2.civ@mail.mil;peter.j.potochney.civ@mail.mil;aholland@dra.gov;KMorgan@dra.gov;Cantrell, David;Trettin, Sara;Whitaker, Heather;jonnie.bradley@hq.doe.gov;herbert.mcconnell@hq.doe.gov;Brian.mccormack@hq.doe.gov;David.solan@hq.doe.gov;pack.peckham@hq.doe.gov;abigail.a.slater@who.eop.gov;Kelsey.J.Guyselman@ostp.eop.gov;Mathew.L.Lira@who.eop.gov;Alexander.H.Herrgott@ceq.eop.gov;steven_E._Cahill@omb.eop.gov;Victoria.S.Premaza@omb.eop.gov;Nora_Stein@omb.eop.gov;George_H._McArdle@omb.eop.gov;Kathleen.l.kraninger@omb.eop.gov;Benjamin_J._Page@omb.eop.gov;austin_F_Turner@omb.eop.gov;Michael.J.Kratsios@ostp.eop.gov;Brown.byron@epa.gov;mixon.edward@epa.gov;Jackson.ryan@epa.gov;Blake-Coleman.Wendy@epa.gov;Wells.jeffrey@epa.gov;erica.rosenberg@fcc.gov;kirk.burgee@fcc.gov;michael.jason@fcc.gov;ryan.palmer@fcc.gov;Deborah.Salons@fcc.gov;thomas.shull@firstnet.gov;jeanette.kennedy@firstnet.gov;charlotte.whitacre@firstnet.gov;chris.coneeney@gsa.gov;maryann.hillier@gsa.gov;aluanda.drain@gsa.gov;Jack.stjohn@gsa.gov;stephanie.klodzen@gsa.gov;michael.radney@gsa.gov;wengland@hrsa.gov;nmanzanero@hrsa.gov;tmorris@hrsa.gov;MQuinn@hrsa.gov;billy.brown@HQ.DHS.GOV;BAKAYSA_MELANIE@bah.com;Darrell.Smith@HQ.DHS.GOV;ronald.hewitt@hq.dhs.gov;Brandon.wales@hq.dhs.gov;christopher.wurst@hq.dhs.gov;Sophia.R.Edwards@hud.gov;John.Gibbs@hud.gov;Frederick.J.Griefer@hud.gov;elizabeth.s.hendrix@hud.gov;Johnson.p.joy@hud.gov;Dina.Lehmann-Kim@hud.gov;Christopher.M.Bourne@hud.gov;Paul.B.Fulcher@hud.gov;Robert.h.kurtz@hud.gov;Leah.V.Levell@hud.gov;Susan.Wilson@hud.gov;rdale@imls.gov;jneal@imls.gov;nweiss@imls.gov;william_dove@ios.doi.gov;sfusilie@blm.gov;fmarcell@blm.gov;Lee_Dickenson@nps.gov;jkalish@blm.gov;stuart_ott@ios.doi.gov;k15montg@blm.gov;Martin.john.r@dol.gov;Packer.Shawn.M@dol.gov;Ahlstrand.Amanda@dol.gov;Watson.Laura.P@dol.gov;Thompson.Kevin@dol.gov;tnandago@nsf.gov;Pradeep.belur@sba.gov;eric.jones@sba.gov;Matthew.Stevens@sba.gov;star.wilbraham@sba.gov;Finch.fulton@dot.gov;Matthew.kopko@dot.gov;robert.mooney@dot.gov;Julie.johnston@dot.gov;Terence.Plaskon@dot.gov;Daniel.Kowalski@treasury.gov;Eli.Miller@treasury.gov;Karen.Bellesi@occ.treas.gov;donovana@cdfi.treas.gov;Barry.Wides@occ.treas.gov;tkoutsky@usaid.gov;Neil.Evans@va.gov;Kevin.Galpin@va.gov;Thomas.Klobucar@va.gov;Anne.Mayberry@wdc.usda.gov;Robert.Ehrlich@wdc.usda.gov
Subject: BroadbandUSA website demonstration (for BIWG agencies)

Dear Colleague:
As mentioned in Doug Kinkoph's email last week, please join us for a demonstration of the new BroadbandUSA website, which will include an overview of the process to submit federal agency content to the site.
We will hold an in-person meeting at NTIA (1401 Constitution Avenue, NW, Room 4893), and will also present the information via webinar. To register for the webinar:
https://attendee.gotowebinar.com/register/7473374326890039043
Please let me know if you have any questions.
Thanks,

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Mar 2018 13:52:32 +0000
To: Botel, Jason;Wooten, Michael;Grant, Damaris
Subject: CALL: Jason calls Mike

Meeting Name: Meeting with Dr. Wooten
Purpose: Discuss students opioids competition and Albert Palacios
Location: Jason calls Mike

AMERICAN OVERSIGHT

From: RSFLG
Sent: 26 Mar 2018 19:33:38 +0000
To: RSFLG;Byard, Jeffrey;Gruber, Corey;Douglas.M.Fears@nsc.eop.gov;Amparo, Alex;Golrick, Janet M;bryan_arroyo@ios.doi.gov;Don Boyce;caraballo.mario@epa.gov;Valliere, John;jmurphy@cns.gov;donna.oberry@dot.gov;brett.armstrong@gsa.gov;Botel, Jason;greg@nvoad.org;James.A.McAtamney@usdoj.gov;Mark.Smith@redcross.org;thompson.william.w@dol.gov;michael.thomas@treasury.gov;mark.s.roupas@hq02.usace.army.mil;Scott.Linsky@dm.usda.gov;Breor, Scott;'Bornstein, Josh - DM';dlynott@eda.gov;Bborlik@eda.gov;Gladwell, Angela;Grimm, Michael;von Lehe, Arthur;Wright, Roy;Bennett, Gerilee;Hoffman, Sydney;Turi, Keith;Mark_J_Fleming@nsc.eop.gov;RenaHolland (HUD);Harriz, Kim;joshua.barnes@hhs.gov;Goldbloom-Helzner.David@epa.gov;French,Katrina;bernie.minakowski@gsa.gov;Sullivan, Madeline;Kenneth.Buell@hq.doe.gov;Campbell, Matt;James.ThomasII@treasury.gov;scott.canty@treasury.gov;Weatherington.Walt@dol.gov;Hodges-Baugh, Wendy (CTR);deborah.hill@dm.usda.gov;Coley, Jerine;DeShaunta.M.Franklin@hud.gov;Brumfield, Tyrone (OGA);Vick, Hannah;Tennyson, Stephanie;erica.chapman@hhs.gov;Salem, Lindy;Jenkins, Christy;Roupas, Mark S CIV USARMY USACE (US);Esquith, David;Fox, Kathleen (Katie) M;Contreras, Alejandro (Alex);James.Thomas2@treasury.gov;jeanette_harriz@ios.doi.gov;Willey, David;O'Berry, Donna (OST);Travis, Alexandra;derial.bivens@dot.gov;Domenech, Douglas;Andrea_Goel@omb.eop.gov;NFriedman@doc.gov;nfriedman@eda.gov;mike.callahan@dot.gov;Berkman, Daniel
Subject: Canceled: CANCELED: RSFLG Quarterly Senior Leaders Meeting
Importance: High

Good Afternoon All,

Please note that this meeting has been canceled.

Thank You,

RSFLG Secretariat
Interagency Coordination Division
Recovery Directorate
DHS FEMA
500 C Street SW | Washington, DC 20472
(e) RSFLG@fema.dhs.gov

klt

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: Zarish-Becknell, Kim
Sent: 21 Mar 2018 20:29:12 +0000
To: Zarish-Becknell, Kim;Oppenheim, Peter;McHam, Gerren;Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Rosenfelt, Phil;Koeppel, Dennis;Barlow, Christine;Rooney, Patrick;Rigling, Kay
Subject: CONFIRMED call with Toomey's staff

This time is confirmed with Toomey.

Please join us in the OLCA conference room or call:

(b)(6)

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 3 Apr 2018 20:10:38 +0000
To: Ramirez, Lisa;Botel, Jason;Harris, Sally;Whitaker, Heather;Palacios, Albert
Cc: Chamberlain, Michael
Subject: Continue from previous meeting for Opioid Challenge Update

Please forward to anyone I left off.

Call in number:
(b)(6)

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 4 Apr 2018 12:49:38 +0000
To: Ramirez, Lisa;Botel, Jason;Whitaker, Heather;Palacios, Albert;Harris, Sally
Cc: Chamberlain, Michael
Subject: Continue from previous meeting for Opioid Challenge Update

Please forward to anyone I left off.

Call in number:

(b)(6)

AMERICAN OVERSIGHT

From: Cutler, Samantha
Sent: 27 Mar 2018 17:55:45 +0000
To: Cutler, Samantha;Condah, L'Tosha;Botel, Jason
Subject: ER Case Discussion

We would like to discuss the ER Case you are a Deciding Official on. Please let me know if you are available/need to reschedule.

AMERICAN OVERSIGHT

From: Cutler, Samantha
Sent: 28 Mar 2018 18:39:22 +0000
To: Cutler, Samantha;Condah, L'Tosha;Botel, Jason
Subject: ER Case Discussion

We would like to discuss the ER Case you are a Deciding Official on. Please let me know if you are available/need to reschedule.

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 18 Apr 2018 19:20:03 +0000
To: Talbert, Kent;Zais, Mitchell;Botel, Jason;Rosenfelt, Phil;Cordes, Bill;McHugh, Erin;Battle, Sandra;Ramirez, Lisa;Rinkus, Christopher
Cc: Lee, Ebony;Eitel, Robert
Subject: Funds Under Title IV A
Attachments: Elementary And Secondary Education Act Of 1965.pdf

Conference Line: 866-842-8994
PC: 1621415

This meeting will be to discuss the scope of state and local uses of funds under Title IV A with particular reference to school safety. I have attached the ESEA compilation and would ask everyone to please review the relevant sections in Title IV prior to the meeting. In particular see sections 4104, 4106, 4107, 4108, 4109, 4111.

AMERICAN OVERSIGHT

Elementary and Secondary Education Act of 1965

[As Amended Through P.L. 115–64, Enacted September 29, 2017]

SECTION 1. [20 U.S.C. 6301 note] SHORT TITLE.

This Act may be cited as the "Elementary and Secondary Education Act of 1965".

SEC. 2.[1] TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Sec. 1001. Statement of purpose.
Sec. 1002. Authorization of appropriations.
Sec. 1003. School improvement.
Sec. 1003A. Direct student services.
Sec. 1004. State administration.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

Sec. 1111. State plans.
Sec. 1112. Local educational agency plans.
Sec. 1113. Eligible school attendance areas.
Sec. 1114. Schoolwide programs.
Sec. 1115. Targeted assistance schools.
Sec. 1116. Parent and family engagement.
Sec. 1117. Participation of children enrolled in private schools.
Sec. 1118. Fiscal requirements.
Sec. 1119. Coordination requirements.

Subpart 2—Allocations

Sec. 1121. Grants for the outlying areas and the Secretary of the Interior.
Sec. 1122. Allocations to States.
Sec. 1124. Basic grants to local educational agencies.
Sec. 1124A. Concentration grants to local educational agencies.
Sec. 1125. Targeted grants to local educational agencies.
Sec. 1125AA. Adequacy of funding to local educational agencies in fiscal years after fiscal year 2001.
Sec. 1125A. Education finance incentive grant program.
Sec. 1126. Special allocation procedures.
Sec. 1127. Carryover and waiver.

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[2] The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114–95 (129 Stat. 1807).

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[2]The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114–95 (129 Stat. 1807).

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SEC. 1001. [20 U.S.C. 6301] STATEMENT OF PURPOSE.

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

SEC. 1002. [20 U.S.C. 6302] AUTHORIZATION OF APPROPRIATIONS.

(a) LOCAL EDUCATIONAL AGENCY GRANTS.—There are authorized to be appropriated to carry out the activities described in part A—

(1) $15,012,317,605 for fiscal year 2017;
(2) $15,457,459,042 for fiscal year 2018;
(3) $15,897,371,442 for fiscal year 2019; and
(4) $16,182,344,591 for fiscal year 2020.

(b) STATE ASSESSMENTS.—There are authorized to be appropriated to carry out the activities described in part B, $378,000,000 for each of fiscal years 2017 through 2020.

(c) EDUCATION OF MIGRATORY CHILDREN.—There are authorized to be appropriated to carry out the activities described in part C, $374,751,000 for each of fiscal years 2017 through 2020.

(d) PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK.—There are authorized to be appropriated to carry out the activities

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described in part D, $47,614,000 for each of fiscal years 2017 through 2020.

(e) FEDERAL ACTIVITIES.—For the purpose of carrying out evaluation activities related to title I under section 8601, there are authorized to be appropriated $710,000 for each of fiscal years 2017 through 2020.

(f) SENSE OF CONGRESS REGARDING ADJUSTMENTS TO AUTHORIZATIONS OF APPROPRIATIONS PROVIDED IN THIS ACT FOR FUTURE BUDGET AGREEMENTS.—It is the sense of Congress that if legislation is enacted that revises the limits on discretionary spending established under section 251(c) of the Balanced Budget and Emergency Deficit Control Act of 1985 (2 U.S.C. 901(c)), the levels of appropriations authorized throughout this Act should be adjusted in a manner that is consistent with the adjustments in nonsecurity category funding provided for under the revised limits on discretionary spending.

SEC. 1003. [20 U.S.C. 6303] SCHOOL IMPROVEMENT.

(a) STATE RESERVATIONS.—To carry out subsection (b) and the State educational agency's statewide system of technical assistance and support for local educational agencies, each State shall reserve the greater of—

(1) 7 percent of the amount the State receives under subpart 2 of part A; or

(2) the sum of the amount the State—

(A) reserved for fiscal year 2016 under this subsection, as in effect on the day before the date of enactment of the Every Student Succeeds Act; and

(B) received for fiscal year 2016 under subsection (g), as in effect on the day before the date of enactment of the Every Student Succeeds Act.

(b) USES.—Of the amount reserved under subsection (a) for any fiscal year, the State educational agency—

(1)(A) shall allocate not less than 95 percent of that amount to make grants to local educational agencies on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); or

(B) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams, educational service agencies, or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools; and

(2) shall use the funds not allocated to local educational agencies under paragraph (1) to carry out this section, which shall include—

(A) establishing the method, consistent with paragraph (1)(A), the State will use to allocate funds to local educational agencies under such paragraph, including ensuring—

(i) the local educational agencies receiving an allotment under such paragraph represent the geographic diversity of the State; and

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(ii) that allotments are of sufficient size to enable a local educational agency to effectively implement selected strategies;

(B) monitoring and evaluating the use of funds by local educational agencies receiving an allotment under such paragraph; and

(C) as appropriate, reducing barriers and providing operational flexibility for schools in the implementation of comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

(c) DURATION.—The State educational agency shall award each subgrant under subsection (b) for a period of not more than 4 years, which may include a planning year.

(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed as prohibiting a State from allocating subgrants under this section to a statewide school district, consortium of local educational agencies, or an educational service agency that serves schools implementing comprehensive support and improvement activities or targeted support and improvement activities, if such entities are legally constituted or recognized as local educational agencies in the State.

(e) APPLICATION.—To receive an allotment under subsection (b)(1), a local educational agency shall submit an application to the State educational agency at such time, in such form, and including such information as the State educational agency may require. Each application shall include, at a minimum—

(1) a description of how the local educational agency will carry out its responsibilities under section 1111(d) for schools receiving funds under this section, including how the local educational agency will—

(A) develop comprehensive support and improvement plans under section 1111(d)(1) for schools receiving funds under this section;

(B) support schools developing or implementing targeted support and improvement plans under section 1111(d)(2), if funds received under this section are used for such purpose;

(C) monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans;

(D) use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner;

(E) align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1); and

(F) as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 1111(d); and

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(2) an assurance that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.

(f) PRIORITY.—The State educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies that—

(1) serve high numbers, or a high percentage of, elementary schools and secondary schools implementing plans under paragraphs (1) and (2) of section 1111(d);

(2) demonstrate the greatest need for such funds, as determined by the State; and

(3) demonstrate the strongest commitment to using funds under this section to enable the lowest-performing schools to improve student achievement and student outcomes.

(g) UNUSED FUNDS.—If, after consultation with local educational agencies in the State, the State educational agency determines that the amount of funds reserved to carry out subsection (b) is greater than the amount needed to provide the assistance described in that subsection, the State educational agency shall allocate the excess amount to local educational agencies in accordance with—

(1) the relative allocations the State educational agency made to those agencies for that fiscal year under subpart 2 of part A; or

(2) section 1126(c).

(h) SPECIAL RULE.—Notwithstanding any other provision of this section, the amount of funds reserved by the State educational agency under subsection (a) for fiscal year 2018 and each subsequent fiscal year shall not decrease the amount of funds each local educational agency receives under subpart 2 of part A below the amount received by such local educational agency under such subpart for the preceding fiscal year.

(i) REPORTING.—The State shall include in the report described in section 1111(h)(1) a list of all the local educational agencies and schools that received funds under this section, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

SEC. 1003A. [20 U.S.C. 6303b] DIRECT STUDENT SERVICES.

(a) STATE RESERVATION.—

(1) IN GENERAL.—

(A) STATES.—Each State educational agency, after meaningful consultation with geographically diverse local educational agencies described in subparagraph (B), may reserve not more than 3 percent of the amount the State educational agency receives under subpart 2 of part A for each fiscal year to carry out this section.

(B) CONSULTATION.—A State educational agency shall consult under subparagraph (A) with local educational agencies that include—

(i) suburban, rural, and urban local educational agencies;

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(ii) local educational agencies serving a high percentage of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i); and

(iii) local educational agencies serving a high percentage of schools implementing targeted support and improvement plans under section 1111(d)(2).

(2) PROGRAM ADMINISTRATION.—Of the funds reserved under paragraph (1)(A), the State educational agency may use not more than 1 percent to administer the program described in this section.

(b) AWARDS.—

(1) IN GENERAL.—From the amount reserved under subsection (a) by a State educational agency, the State educational agency shall award grants to geographically diverse local educational agencies described in subsection (a)(1)(B)(i).

(2) PRIORITY.—In making such awards, the State educational agency shall prioritize awards to local educational agencies serving the highest percentage of schools, as compared to other local educational agencies in the State—

(A) identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i); or

(B) implementing targeted support and improvement plans under section 1111(d)(2).

(c) LOCAL USE OF FUNDS.—A local educational agency receiving an award under this section—

(1) may use not more than 1 percent of its award for outreach and communication to parents about available direct student services described in paragraph (3) in the local educational agency and State;

(2) may use not more than 2 percent of its award for administrative costs related to such direct student services;

(3) shall use the remainder of the award to pay the costs associated with one or more of the following direct student services—

(A) enrollment and participation in academic courses not otherwise available at a student's school, including—

(i) advanced courses; and

(ii) career and technical education coursework that—

(I) is aligned with the challenging State academic standards; and

(II) leads to industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);

(B) credit recovery and academic acceleration courses that lead to a regular high school diploma;

(C) activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing

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low-income students to cover part or all of the costs of fees for such examinations;

(D) components of a personalized learning approach, which may include high-quality academic tutoring; and

(E) in the case of a local educational agency that does not reserve funds under section 1111(d)(1)(D)(v), transportation to allow a student enrolled in a school identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) to transfer to another public school (which may include a charter school) that has not been identified by the State under such section; and

(4) in paying the costs associated with the direct student services described in paragraph (3), shall—

(A) first, pay such costs for students who are enrolled in schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i);

(B) second, pay such costs for low-achieving students who are enrolled in schools implementing targeted support and improvement plans under section 1111(d)(2); and

(C) with any remaining funds, pay such costs for other low-achieving students served by the local educational agency.

(d) APPLICATION.—A local educational agency desiring to receive an award under subsection (b) shall submit an application to the State educational agency at such time and in such manner as the State educational agency shall require. At a minimum, each application shall describe how the local educational agency will—

(1) provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child's education;

(2) ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service;

(3) in the case of a local educational agency offering public school choice under this section, ensure sufficient availability of seats in the public schools the local educational agency will make available for public school choice options;

(4) prioritize services to students who are lowest-achieving;

(5) select providers of direct student services, which may include one or more of—

(A) the local educational agency or other local educational agencies;

(B) community colleges or other institutions of higher education;

(C) non-public entities;

(D) community-based organizations; or

(E) in the case of high-quality academic tutoring, a variety of providers of such tutoring that are selected and approved by the State and appear on the State's list of such providers required under subsection (e)(2);

(6) monitor the provision of direct student services; and

(7) publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.

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(e) PROVIDERS AND SCHOOLS.—A State educational agency that reserves an amount under subsection (a) shall—

(1) ensure that each local educational agency that receives an award under this section and intends to provide public school choice under subsection (c)(3)(E) can provide a sufficient number of options to provide a meaningful choice for parents;

(2) compile and maintain an updated list of State-approved high-quality academic tutoring providers that—

(A) is developed using a fair negotiation and rigorous selection and approval process;

(B) provides parents with meaningful choices;

(C) offers a range of tutoring models, including online and on campus; and

(D) includes only providers that—

(i) have a demonstrated record of success in increasing students' academic achievement;

(ii) comply with all applicable Federal, State, and local health, safety, and civil rights laws; and

(iii) provide instruction and content that is secular, neutral, and non-ideological;

(3) ensure that each local educational agency receiving an award is able to provide an adequate number of high-quality academic tutoring options to ensure parents have a meaningful choice of services;

(4) develop and implement procedures for monitoring the quality of services provided by direct student service providers; and

(5) establish and implement clear criteria describing the course of action for direct student service providers that are not successful in improving student academic outcomes, which, for a high-quality academic tutoring provider, may include a process to remove State approval under paragraph (2).

SEC. 1004. [20 U.S.C. 6304] STATE ADMINISTRATION.

(a) IN GENERAL.—Except as provided in subsection (b), to carry out administrative duties assigned under parts A, C, and D of this title, each State may reserve the greater of—

(1) 1 percent of the amounts received under such parts; or

(2) $400,000 ($50,000 in the case of each outlying area).

(b) EXCEPTION.—If the sum of the amounts appropriated for parts A, C, and D of this title is equal to or greater than $14,000,000,000, then the reservation described in subsection (a)(1) shall not exceed 1 percent of the amount the State would receive, if $14,000,000,000 were allocated among the States for parts A, C, and D of this title.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

SEC. 1111. [20 U.S.C. 6311] STATE PLANS.

(a) FILING FOR GRANTS.—

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(1) IN GENERAL.—For any State desiring to receive a grant under this part, the State educational agency shall file with the Secretary a plan that is—

(A) developed by the State educational agency with timely and meaningful consultation with the Governor, members of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents; and

(B) is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), the Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.), the Education Technical Assistance Act of 2002 (20 U.S.C. 9601 et. seq.), the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9621 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), and the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.).

(2) LIMITATION.—Consultation required under paragraph (1)(A) shall not interfere with the timely submission of the plan required under this section.

(3) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 8302.

(4) PEER REVIEW AND SECRETARIAL APPROVAL.—

(A) IN GENERAL.—The Secretary shall—

(i) establish a peer-review process to assist in the review of State plans;

(ii) establish multidisciplinary peer-review teams and appoint members of such teams—

(I) who are representative of—

(aa) parents, teachers, principals, other school leaders, specialized instructional support personnel, State educational agencies, local educational agencies, and the community (including the business community); and

(bb) researchers who are familiar with—

(AA) the implementation of academic standards, assessments, or accountability systems; and

(BB) how to meet the needs of disadvantaged students, children with disabilities, and English learners, the needs

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of low-performing schools, and other educational needs of students;

(II) that include, to the extent practicable, majority representation of individuals who, in the most recent 2 years, have had practical experience in the classroom, school administration, or State or local government (such as direct employees of a school, local educational agency, or State educational agency); and

(III) who represent a regionally diverse cross-section of States;

(iii) make available to the public, including by such means as posting to the Department's website, the list of peer reviewers who have reviewed State plans under this section;

(iv) ensure that the peer-review teams consist of varied individuals so that the same peer reviewers are not reviewing all of the State plans;

(v) approve a State plan not later than 120 days after its submission, unless the Secretary meets the requirements of clause (vi);

(vi) have the authority to disapprove a State plan only if—

(I) the Secretary—

(aa) determines how the State plan fails to meet the requirements of this section;

(bb) immediately provides to the State, in writing, notice of such determination, and the supporting information and rationale to substantiate such determination;

(cc) offers the State an opportunity to revise and resubmit its State plan, and provides the State—

(AA) technical assistance to assist the State in meeting the requirements of this section;

(BB) in writing, all peer-review comments, suggestions, recommendations, or concerns relating to its State plan; and

(CC) a hearing, unless the State declines the opportunity for such hearing; and

(II) the State—

(aa) does not revise and resubmit its State plan; or

(bb) in a case in which a State revises and resubmits its State plan after a hearing is conducted under subclause (I)(cc)(CC), or after the State has declined the opportunity for such a hearing, the Secretary determines that such revised State plan does not meet the requirements of this section.

(B) PURPOSE OF PEER REVIEW.—The peer-review process shall be designed to—

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(i) maximize collaboration with each State;

(ii) promote effective implementation of the challenging State academic standards through State and local innovation; and

(iii) provide transparent, timely, and objective feedback to States designed to strengthen the technical and overall quality of the State plans.

(C) STANDARD AND NATURE OF REVIEW.—Peer reviewers shall conduct an objective review of State plans in their totality and out of respect for State and local judgments, with the goal of supporting State- and local-led innovation and providing objective feedback on the technical and overall quality of a State plan.

(D) PROHIBITION.—Neither the Secretary nor the political appointees of the Department, may attempt to participate in, or influence, the peer-review process.

(5) PUBLIC REVIEW.—All written communications, feedback, and notifications under this subsection shall be conducted in a manner that is transparent and immediately made available to the public on the Department's website, including—

(A) plans submitted or resubmitted by a State;

(B) peer-review guidance, notes, and comments and the names of the peer reviewers (once the peer reviewers have completed their work);

(C) State plan determinations by the Secretary, including approvals or disapprovals; and

(D) notices and transcripts of hearings under this section.

(6) DURATION OF THE PLAN.—

(A) IN GENERAL.—Each State plan shall—

(i) remain in effect for the duration of the State's participation under this part; and

(ii) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

(B) ADDITIONAL INFORMATION.—

(i) IN GENERAL.—If a State makes significant changes to its plan at any time, such as the adoption of new challenging State academic standards or new academic assessments under subsection (b), or changes to its accountability system under subsection (c), such information shall be submitted to the Secretary in the form of revisions or amendments to the State plan.

(ii) REVIEW OF REVISED PLANS.—The Secretary shall review the information submitted under clause (i) and approve changes to the State plan, or disapprove such changes in accordance with paragraph (4)(A)(vi), within 90 days, without undertaking the peer-review process under such paragraph.

(iii) SPECIAL RULE FOR STANDARDS.—If a State makes changes to its challenging State academic standards, the requirements of subsection (b)(1), in-

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cluding the requirement that such standards need not be submitted to the Secretary pursuant to subsection (b)(1)(A), shall still apply.

(7) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section, the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

(8) PUBLIC COMMENT.—Each State shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. The State, in the plan it files under this subsection, shall provide an assurance that public comments were taken into account in the development of the State plan.

(b) CHALLENGING ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS.—

(1) CHALLENGING STATE ACADEMIC STANDARDS.—

(A) IN GENERAL.—Each State, in the plan it files under subsection (a), shall provide an assurance that the State has adopted challenging academic content standards and aligned academic achievement standards (referred to in this Act as "challenging State academic standards"), which achievement standards shall include not less than 3 levels of achievement, that will be used by the State, its local educational agencies, and its schools to carry out this part. A State shall not be required to submit such challenging State academic standards to the Secretary.

(B) SAME STANDARDS.—Except as provided in subparagraph (E), the standards required by subparagraph (A) shall—

(i) apply to all public schools and public school students in the State; and

(ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

(C) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

(D) ALIGNMENT.—

(i) IN GENERAL.—Each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

(ii) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to authorize public institutions of higher education to determine the specific challenging State academic standards required under this paragraph.

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(E) ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

(i) IN GENERAL.—The State may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards—

(I) are aligned with the challenging State academic content standards under subparagraph (A);

(II) promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(III) reflect professional judgment as to the highest possible standards achievable by such students;

(IV) are designated in the individualized education program developed under section 614(d)(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(3)) for each such student as the academic achievement standards that will be used for the student; and

(V) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of Public Law 93–112, as in effect on July 22, 2014.

(ii) PROHIBITION ON ANY OTHER ALTERNATE OR MODIFIED ACADEMIC ACHIEVEMENT STANDARDS.—A State shall not develop, or implement for use under this part, any alternate academic achievement standards for children with disabilities that are not alternate academic achievement standards that meet the requirements of clause (i).

(F) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State plan shall demonstrate that the State has adopted English language proficiency standards that—

(i) are derived from the 4 recognized domains of speaking, listening, reading, and writing;

(ii) address the different proficiency levels of English learners; and

(iii) are aligned with the challenging State academic standards.

(G) PROHIBITIONS.—

(i) STANDARDS REVIEW OR APPROVAL.—A State shall not be required to submit any standards developed under this subsection to the Secretary for review or approval.

(ii) FEDERAL CONTROL.—The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the

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challenging State academic standards adopted or implemented by a State.

(H) EXISTING STANDARDS.—Nothing in this part shall prohibit a State from revising, consistent with this section, any standards adopted under this part before or after the date of enactment of the Every Student Succeeds Act.

(2) ACADEMIC ASSESSMENTS.—

(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.

(B) REQUIREMENTS.—The assessments under subparagraph (A) shall—

(i) except as provided in subparagraph (D), be—

(I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; and

(II) administered to all public elementary school and secondary school students in the State;

(ii) be aligned with the challenging State academic standards, and provide coherent and timely information about student attainment of such standards and whether the student is performing at the student's grade level;

(iii) be used for purposes for which such assessments are valid and reliable, consistent with relevant, nationally recognized professional and technical testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information;

(iv) be of adequate technical quality for each purpose required under this Act and consistent with the requirements of this section, the evidence of which shall be made public, including on the website of the State educational agency;

(v)(I) in the case of mathematics and reading or language arts, be administered—

(aa) in each of grades 3 through 8; and

(bb) at least once in grades 9 through 12;

(II) in the case of science, be administered not less than one time during—

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12; and

(III) in the case of any other subject chosen by the State, be administered at the discretion of the State;

(vi) involve multiple up-to-date measures of student academic achievement, including measures that

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assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks;

(vii) provide for—

(I) the participation in such assessments of all students;

(II) the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E); and

(III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency, as determined under subparagraph (G);

(viii) at the State's discretion—

(I) be administered through a single summative assessment; or

(II) be administered through multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth;

(ix) notwithstanding clause (vii)(III), provide for assessments (using tests in English) of reading or language arts of any student who has attended school in the United States (not including the Commonwealth of Puerto Rico) for 3 or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed 2 additional consecu-

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tive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

(x) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii), regarding achievement on such assessments that allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students, and that are provided to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xi) enable results to be disaggregated within each State, local educational agency, and school by—

(I) each major racial and ethnic group;

(II) economically disadvantaged students as compared to students who are not economically disadvantaged;

(III) children with disabilities as compared to children without disabilities;

(IV) English proficiency status;

(V) gender; and

(VI) migrant status,

except that such disaggregation shall not be required in the case of a State, local educational agency, or a school in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(xii) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, other school leaders, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items; and

(xiii) be developed, to the extent practicable, using the principles of universal design for learning.

(C) EXCEPTION FOR ADVANCED MATHEMATICS IN MIDDLE SCHOOL.—A State may exempt any 8th grade student from the assessment in mathematics described in subparagraph (B)(v)(I)(aa) if—

(i) such student takes the end-of-course assessment the State typically administers to meet the requirements of subparagraph (B)(v)(I)(bb) in mathematics;

(ii) such student's achievement on such end-of-course assessment is used for purposes of subsection (c)(4)(B)(i), in lieu of such student's achievement on the mathematics assessment required under subpara-

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graph (B)(v)(I)(aa), and such student is counted as participating in the assessment for purposes of subsection (c)(4)(B)(vi); and

(iii) in high school, such student takes a mathematics assessment pursuant to subparagraph (B)(v)(I)(bb) that—

(I) is any end-of-course assessment or other assessment that is more advanced than the assessment taken by such student under clause (i) of this subparagraph; and

(II) shall be used to measure such student's academic achievement for purposes of subsection (c)(4)(B)(i).

(D) ALTERNATE ASSESSMENTS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

(i) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1)(E) for students with the most significant cognitive disabilities, if the State—

(I) consistent with clause (ii), ensures that, for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject;

(II) ensures that the parents of such students are clearly informed, as part of the process for developing the individualized education program (as defined in section 614(d)(1)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)))—

(aa) that their child's academic achievement will be measured based on such alternate standards; and

(bb) how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

(III) promotes, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum;

(IV) describes in the State plan the steps the State has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments;

(V) describes in the State plan that general and special education teachers, and other appropriate staff—

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(aa) know how to administer the alternate assessments; and

(bb) make appropriate use of accommodations for students with disabilities on all assessments required under this paragraph;

(VI) develops, disseminates information on, and promotes the use of appropriate accommodations to increase the number of students with significant cognitive disabilities—

(aa) participating in academic instruction and assessments for the grade level in which the student is enrolled; and

(bb) who are tested based on challenging State academic standards for the grade level in which the student is enrolled; and

(VII) does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment based on alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma.

(ii) SPECIAL RULES.—

(I) RESPONSIBILITY UNDER IDEA.—Subject to the authority and requirements for the individualized education program team for a child with a disability under section 614(d)(1)(A)(i)(VI)(bb) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VI)(bb)), such team, consistent with the guidelines established by the State and required under section 612(a)(16)(C) of such Act (20 U.S.C. 1412(c)(16)(C)) and clause (i)(II) of this subparagraph, shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards.

(II) PROHIBITION ON LOCAL CAP.—Nothing in this subparagraph shall be construed to permit the Secretary or a State educational agency to impose on any local educational agency a cap on the percentage of students administered an alternate assessment under this subparagraph, except that a local educational agency exceeding the cap applied to the State under clause (i)(I) shall submit information to the State educational agency justifying the need to exceed such cap.

(III) STATE SUPPORT.—A State shall provide appropriate oversight, as determined by the State, of any local educational agency that is required to submit information to the State under subclause (II).

(IV) WAIVER AUTHORITY.—This subparagraph shall be subject to the waiver authority under section 8401.

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(E) STATE AUTHORITY.—If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt challenging State academic standards, and academic assessments aligned with such standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by—

(i) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or

(ii) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt academic content and student academic achievement standards, and academic assessments aligned with such standards, which—

(I) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and

(II) are applicable to all students served by each such local educational agency.

(F) LANGUAGE ASSESSMENTS.—

(i) IN GENERAL.—Each State plan shall identify the languages other than English that are present to a significant extent in the participating student population of the State and indicate the languages for which annual student academic assessments are not available and are needed.

(ii) SECRETARIAL ASSISTANCE.—The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

(G) ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY.—

(i) IN GENERAL.—Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency.

(ii) ALIGNMENT.—The assessments described in clause (i) shall be aligned with the State's English language proficiency standards described in paragraph (1)(F).

(H) LOCALLY-SELECTED ASSESSMENT.—

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(i) IN GENERAL.—Nothing in this paragraph shall be construed to prohibit a local educational agency from administering a locally-selected assessment in lieu of the State-designed academic assessment under subclause (I)(bb) and subclause (II)(cc) of subparagraph (B)(v), if the local educational agency selects a nationally-recognized high school academic assessment that has been approved for use by the State as described in clause (iii) or (iv) of this subparagraph.

(ii) STATE TECHNICAL CRITERIA.—To allow for State approval of nationally-recognized high school academic assessments that are available for local selection under clause (i), a State educational agency shall establish technical criteria to determine if any such assessment meets the requirements of clause (v).

(iii) STATE APPROVAL.—If a State educational agency chooses to make a nationally-recognized high school assessment available for selection by a local educational agency under clause (i), which has not already been approved under this clause, such State educational agency shall—

(I) conduct a review of the assessment to determine if such assessment meets or exceeds the technical criteria established by the State educational agency under clause (ii);

(II) submit evidence in accordance with subsection (a)(4) that demonstrates such assessment meets the requirements of clause (v); and

(III) after fulfilling the requirements of subclauses (I) and (II), approve such assessment for selection and use by any local educational agency that requests to use such assessment under clause (i).

(iv) LOCAL EDUCATIONAL AGENCY OPTION.—

(I) LOCAL EDUCATIONAL AGENCY.—If a local educational agency chooses to submit a nationally-recognized high school academic assessment to the State educational agency, subject to the approval process described in subclause (I) and subclause (II) of clause (iii) to determine if such assessment fulfills the requirements of clause (v), the State educational agency may approve the use of such assessment consistent with clause (i).

(II) STATE EDUCATIONAL AGENCY.—Upon such approval, the State educational agency shall approve the use of such assessment in any other local educational agency in the State that subsequently requests to use such assessment without repeating the process described in subclauses (I) and (II) of clause (iii).

(v) REQUIREMENTS.—To receive approval from the State educational agency under clause (iii), a locally-selected assessment shall—

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(I) be aligned to the State's academic content standards under paragraph (1), address the depth and breadth of such standards, and be equivalent in its content coverage, difficulty, and quality to the State-designed assessments under this paragraph (and may be more rigorous in its content coverage and difficulty than such State-designed assessments);

(II) provide comparable, valid, and reliable data on academic achievement, as compared to the State-designed assessments, for all students and for each subgroup of students defined in subsection (c)(2), with results expressed in terms consistent with the State's academic achievement standards under paragraph (1), among all local educational agencies within the State;

(III) meet the requirements for the assessments under subparagraph (B) of this paragraph, including technical criteria, except the requirement under clause (i) of such subparagraph; and

(IV) provide unbiased, rational, and consistent differentiation between schools within the State to meet the requirements of subsection (c).

(vi) PARENTAL NOTIFICATION.—A local educational agency shall notify the parents of high school students served by the local educational agency—

(I) of its request to the State educational agency for approval to administer a locally-selected assessment; and

(II) upon approval, and at the beginning of each subsequent school year during which the locally selected assessment will be administered, that the local educational agency will be administering a different assessment than the State-designed assessments under subclause (I)(bb) and subclause (II)(cc) of subparagraph (B)(v).

(I) DEFERRAL.—A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, for 1 year for each year for which the amount appropriated for grants under part B is less than $369,100,000.

(J) ADAPTIVE ASSESSMENTS.—

(i) IN GENERAL.—Subject to clause (ii), a State retains the right to develop and administer computer adaptive assessments as the assessments described in this paragraph, provided the computer adaptive assessments meet the requirements of this paragraph, except that—

(I) subparagraph (B)(i) shall not be interpreted to require that all students taking the computer adaptive assessment be administered the same assessment items; and

(II) such assessment—

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(aa) shall measure, at a minimum, each student's academic proficiency based on the challenging State academic standards for the student's grade level and growth toward such standards; and

(bb) may measure the student's level of academic proficiency and growth using items above or below the student's grade level, including for use as part of a State's accountability system under subsection (c).

(ii) STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES AND ENGLISH LEARNERS.—In developing and administering computer adaptive assessments—

(I) as the assessments allowed under subparagraph (D), a State shall ensure that such computer adaptive assessments—

(aa) meet the requirements of this paragraph, including subparagraph (D), except such assessments shall not be required to meet the requirements of clause (i)(II); and

(bb) assess the student's academic achievement to measure, in the subject being assessed, whether the student is performing at the student's grade level; and

(II) as the assessments required under subparagraph (G), a State shall ensure that such computer adaptive assessments—

(aa) meet the requirements of this paragraph, including subparagraph (G), except such assessment shall not be required to meet the requirements of clause (i)(II); and

(bb) assess the student's language proficiency, which may include growth towards such proficiency, in order to measure the student's acquisition of English.

(K) RULE OF CONSTRUCTION ON PARENT RIGHTS.—Nothing in this paragraph shall be construed as preempting a State or local law regarding the decision of a parent to not have the parent's child participate in the academic assessments under this paragraph.

(L) LIMITATION ON ASSESSMENT TIME.—Subject to Federal or State requirements related to assessments, evaluations, and accommodations, each State may, at the sole discretion of such State, set a target limit on the aggregate amount of time devoted to the administration of assessments for each grade, expressed as a percentage of annual instructional hours.

(3) EXCEPTION FOR RECENTLY ARRIVED ENGLISH LEARNERS.—

(A) ASSESSMENTS.—With respect to recently arrived English learners who have been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months, a State may choose to—

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(i) exclude—

(I) such an English learner from one administration of the reading or language arts assessment required under paragraph (2); and

(II) such an English learner's results on any of the assessments required under paragraph (2)(B)(v)(I) or (2)(G) for the first year of the English learner's enrollment in such a school for the purposes of the State-determined accountability system under subsection (c); or

(ii)(I) assess, and report the performance of, such an English learner on the reading or language arts and mathematics assessments required under paragraph (2)(B)(v)(I) in each year of the student's enrollment in such a school; and

(II) for the purposes of the State-determined accountability system—

(aa) for the first year of the student's enrollment in such a school, exclude the results on the assessments described in subclause (I);

(bb) include a measure of student growth on the assessments described in subclause (I) in the second year of the student's enrollment in such a school; and

(cc) include proficiency on the assessments described in subclause (I) in the third year of the student's enrollment in such a school, and each succeeding year of such enrollment.

(B) ENGLISH LEARNER SUBGROUP.—With respect to a student previously identified as an English learner and for not more than 4 years after the student ceases to be identified as an English learner, a State may include the results of the student's assessments under paragraph (2)(B)(v)(I) within the English learner subgroup of the subgroups of students (as defined in subsection (c)(2)(D)) for the purposes of the State-determined accountability system.

(c) STATEWIDE ACCOUNTABILITY SYSTEM.—

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term "subgroup of students" means—

(A) economically disadvantaged students;

(B) students from major racial and ethnic groups;

(C) children with disabilities; and

(D) English learners.

(3) MINIMUM NUMBER OF STUDENTS.—Each State shall describe—

(A) with respect to any provisions under this part that require disaggregation of information by each subgroup of students—

(i) the minimum number of students that the State determines are necessary to be included to carry

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out such requirements and how that number is statistically sound, which shall be the same State-determined number for all students and for each subgroup of students in the State;

(ii) how such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number; and

(iii) how the State ensures that such minimum number is sufficient to not reveal any personally identifiable information.

(4) DESCRIPTION OF SYSTEM.—The statewide accountability system described in paragraph (1) shall be based on the challenging State academic standards for reading or language arts and mathematics described in subsection (b)(1) to improve student academic achievement and school success. In designing such system to meet the requirements of this part, the State shall carry out the following:

(A) ESTABLISHMENT OF LONG-TERM GOALS.—Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals—

(i) for all students and separately for each subgroup of students in the State—

(I) for, at a minimum, improved—

(aa) academic achievement, as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I); and

(bb) high school graduation rates, including—

(AA) the four-year adjusted cohort graduation rate; and

(BB) at the State's discretion, the extended-year adjusted cohort graduation rate, except that the State shall set a more rigorous long-term goal for such graduation rate, as compared to the long-term goal set for the four-year adjusted cohort graduation rate;

(II) for which the term set by the State for such goals is the same multi-year length of time for all students and for each subgroup of students in the State; and

(III) that, for subgroups of students who are behind on the measures described in items (aa) and (bb) of subclause (I), take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps; and

(ii) for English learners, for increases in the percentage of such students making progress in achieving English language proficiency, as defined by the State

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and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline.

(B) INDICATORS.—Except for the indicator described in clause (iv), annually measure, for all students and separately for each subgroup of students, the following indicators:

(i) For all public schools in the State, based on the long-term goals established under subparagraph (A), academic achievement—

(I) as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I); and

(II) at the State's discretion, for each public high school in the State, student growth, as measured by such annual assessments.

(ii) For public elementary schools and secondary schools that are not high schools in the State—

(I) a measure of student growth, if determined appropriate by the State; or

(II) another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

(iii) For public high schools in the State, and based on State-designed long term goals established under subparagraph (A)—

(I) the four-year adjusted cohort graduation rate; and

(II) at the State's discretion, the extended-year adjusted cohort graduation rate.

(iv) For public schools in the State, progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners—

(I) in each of the grades 3 through 8; and

(II) in the grade for which such English learners are otherwise assessed under subsection (b)(2)(B)(v)(I) during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments described in subsection (b)(2)(G) taken in the previous grade.

(v)(I) For all public schools in the State, not less than one indicator of school quality or student success that—

(aa) allows for meaningful differentiation in school performance;

(bb) is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and

(cc) may include one or more of the measures described in subclause (II).

(II) For purposes of subclause (I), the State may include measures of—

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(III) student engagement;

(IV) educator engagement;

(V) student access to and completion of advanced coursework;

(VI) postsecondary readiness;

(VII) school climate and safety; and

(VIII) any other indicator the State chooses that meets the requirements of this clause.

(C) ANNUAL MEANINGFUL DIFFERENTIATION.—Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall—

(i) be based on all indicators in the State's accountability system under subparagraph (B), for all students and for each of subgroup of students, consistent with the requirements of such subparagraph;

(ii) with respect to the indicators described in clauses (i) through (iv) of subparagraph (B) afford—

(I) substantial weight to each such indicator; and

(II) in the aggregate, much greater weight than is afforded to the indicator or indicators utilized by the State and described in subparagraph (B)(v), in the aggregate; and

(iii) include differentiation of any such school in which any subgroup of students is consistently underperforming, as determined by the State, based on all indicators under subparagraph (B) and the system established under this subparagraph.

(D) IDENTIFICATION OF SCHOOLS.—Based on the system of meaningful differentiation described in subparagraph (C), establish a State-determined methodology to identify—

(i) beginning with school year 2017–2018, and at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement, as described in subsection (d)(1), which shall include—

(I) not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State;

(II) all public high schools in the State failing to graduate one third or more of their students; and

(III) public schools in the State described under subsection (d)(3)(A)(i)(II); and

(ii) at the discretion of the State, additional statewide categories of schools.

(E) ANNUAL MEASUREMENT OF ACHIEVEMENT.—(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

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(ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—

(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or

(II) the number of students participating in the assessments.

(iii) Provide a clear and understandable explanation of how the State will factor the requirement of clause (i) of this subparagraph into the statewide accountability system.

(F) PARTIAL ATTENDANCE.—(i) In the case of a student who has not attended the same school within a local educational agency for at least half of a school year, the performance of such student on the indicators described in clauses (i), (ii), (iv), and (v) of subparagraph (B)—

(I) may not be used in the system of meaningful differentiation of all public schools as described in subparagraph (C) for such school year; and

(II) shall be used for the purpose of reporting on the State and local educational agency report cards under subsection (h) for such school year.

(ii) In the case of a high school student who has not attended the same school within a local educational agency for at least half of a school year and has exited high school without a regular high school diploma and without transferring to another high school that grants a regular high school diploma during such school year, the local educational agency shall, in order to calculate the graduation rate pursuant to subparagraph (B)(iii), assign such student to the high school—

(I) at which such student was enrolled for the greatest proportion of school days while enrolled in grades 9 through 12; or

(II) in which the student was most recently enrolled.

(5) ACCOUNTABILITY FOR CHARTER SCHOOLS.—The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.—

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

(A) IN GENERAL.—Each State educational agency receiving funds under this part shall notify each local educational agency in the State of any school served by the local educational agency that is identified for comprehensive support and improvement under subsection (c)(4)(D)(i).

(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support

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and improvement plan for the school to improve student outcomes, that—

(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;

(ii) includes evidence-based interventions;

(iii) is based on a school-level needs assessment;

(iv) identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

(v) is approved by the school, local educational agency, and State educational agency; and

(vi) upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

(C) STATE EDUCATIONAL AGENCY DISCRETION.—With respect to any high school in the State identified under subsection (c)(4)(D)(i)(II), the State educational agency may—

(i) permit differentiated improvement activities that utilize evidence-based interventions in the case of such a school that predominantly serves students—

(I) returning to education after having exited secondary school without a regular high school diploma; or

(II) who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements, as established by the State; and

(ii) in the case of such a school that has a total enrollment of less than 100 students, permit the local educational agency to forego implementation of improvement activities required under this paragraph.

(D) PUBLIC SCHOOL CHOICE.—

(i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.

(ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).

(iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

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(iv) SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(v) FUNDING FOR TRANSPORTATION.—A local educational agency may spend an amount equal to not more than 5 percent of its allocation under subpart 2 of this part to pay for the provision of transportation for students who transfer under this paragraph to the public schools to which the students transfer.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(A) IN GENERAL.—Each State educational agency receiving funds under this part shall, using the meaningful differentiation of schools described in subsection (c)(4)(C)—

(i) notify each local educational agency in the State of any school served by the local educational agency in which any subgroup of students is consistently underperforming, as described in subsection (c)(4)(C)(iii); and

(ii) ensure such local educational agency provides notification to such school with respect to which subgroup or subgroups of students in such school are consistently underperforming as described in subsection (c)(4)(C)(iii).

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.—Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals;

(ii) includes evidence-based interventions;

(iii) is approved by the local educational agency prior to implementation of such plan;

(iv) is monitored, upon submission and implementation, by the local educational agency; and

(v) results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.

(C) ADDITIONAL TARGETED SUPPORT.—A plan described in subparagraph (B) that is developed and implemented in any school receiving a notification under this paragraph from the local educational agency in which any subgroup of students, on its own, would lead to identification under subsection (c)(4)(D)(i)(I) using the State's methodology under subsection (c)(4)(D) shall also identify resource inequities (which may include a review of local educational

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agency and school level budgeting), to be addressed through implementation of such plan.

(D) SPECIAL RULE.—The State educational agency, based on the State's differentiation of schools under subsection (c)(4)(C) for school year 2017–2018, shall notify local educational agencies of any schools served by the local educational agency in which any subgroup of students, on its own, would lead to identification under subsection (c)(4)(D)(i)(I) using the State's methodology under subsection (c)(4)(D), after which notification of such schools under this paragraph shall result from differentiation of schools pursuant to subsection (c)(4)(C)(iii).

(3) CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT.—To ensure continued progress to improve student academic achievement and school success in the State, the State educational agency—

(A) shall—

(i) establish statewide exit criteria for—

(I) schools identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i), which, if not satisfied within a State-determined number of years (not to exceed four years), shall result in more rigorous State-determined action, such as the implementation of interventions (which may include addressing school-level operations); and

(II) schools described in paragraph (2)(C), which, if not satisfied within a State-determined number of years, shall, in the case of such schools receiving assistance under this part, result in identification of the school by the State for comprehensive support and improvement under subsection (c)(4)(D)(i)(III);

(ii) periodically review resource allocation to support school improvement in each local educational agency in the State serving—

(I) a significant number of schools identified for comprehensive support and improvement under subsection (c)(4)(D)(i); and

(II) a significant number of schools implementing targeted support and improvement plans under paragraph (2); and

(iii) provide technical assistance to each local educational agency in the State serving a significant number of—

(I) schools implementing comprehensive support and improvement plans under paragraph (1); or

(II) schools implementing targeted support and improvement plans under paragraph (2); and

(B) may—

(i) take action to initiate additional improvement in any local educational agency with—

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(I) a significant number of schools that are consistently identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) and not meeting exit criteria established by the State under subparagraph (A)(i)(I); or

(II) a significant number of schools implementing targeted support and improvement plans under paragraph (2); and

(ii) consistent with State law, establish alternative evidence-based State determined strategies that can be used by local educational agencies to assist a school identified for comprehensive support and improvement under subsection (c)(4)(D)(i).

(4) RULE OF CONSTRUCTION FOR COLLECTIVE BARGAINING.—Nothing in this subsection shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded to school or local educational agency employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

(e) PROHIBITION.—

(1) IN GENERAL.—Nothing in this Act shall be construed to authorize or permit the Secretary—

(A) when promulgating any rule or regulation, to promulgate any rule or regulation on the development or implementation of the statewide accountability system established under this section that would—

(i) add new requirements that are inconsistent with or outside the scope of this part;

(ii) add new criteria that are inconsistent with or outside the scope of this part; or

(iii) be in excess of statutory authority granted to the Secretary;

(B) as a condition of approval of the State plan, or revisions or amendments to, the State plan, or approval of a waiver request submitted under section 8401, to—

(i) require a State to add any requirements that are inconsistent with or outside the scope of this part;

(ii) require a State to add or delete one or more specific elements of the challenging State academic standards; or

(iii) prescribe—

(I) numeric long-term goals or measurements of interim progress that States establish for all students, for any subgroups of students, and for English learners with respect to English language proficiency, under this part, including—

(aa) the length of terms set by States in designing such goals; or

(bb) the progress expected from any subgroups of students in meeting such goals;

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(II) specific academic assessments or assessment items that States or local educational agencies use to meet the requirements of subsection (b)(2) or otherwise use to measure student academic achievement or student growth under this part;

(III) indicators that States use within the State accountability system under this section, including any requirement to measure student growth, or, if a State chooses to measure student growth, the specific metrics used to measure such growth under this part;

(IV) the weight of any measure or indicator used to identify or meaningfully differentiate schools, under this part;

(V) the specific methodology used by States to meaningfully differentiate or identify schools under this part;

(VI) any specific school support and improvement strategies or activities that State or local educational agencies establish and implement to intervene in, support, and improve schools and improve student outcomes under this part;

(VII) exit criteria established by States under subsection (d)(3)(A)(i);

(VIII) provided that the State meets the requirements in subsection (c)(3), a minimum number of students established by a State under such subsection;

(IX) any aspect or parameter of a teacher, principal, or other school leader evaluation system within a State or local educational agency;

(X) indicators or specific measures of teacher, principal, or other school leader effectiveness or quality; or

(XI) the way in which the State factors the requirement under subsection (c)(4)(E)(i) into the statewide accountability system under this section; or

(C) to issue new non-regulatory guidance that—

(i) in seeking to provide explanation of requirements under this section for State or local educational agencies, either in response to requests for information or in anticipation of such requests, provides a strictly limited or exhaustive list to illustrate successful implementation of provisions under this section; or

(ii) purports to be legally binding; or

(D) to require data collection under this part beyond data derived from existing Federal, State, and local reporting requirements.

(2) DEFINING TERMS.—In carrying out this part, the Secretary shall not, through regulation or as a condition of approval of the State plan or revisions or amendments to the State plan, promulgate a definition of any term used in this

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part, or otherwise prescribe any specification for any such term, that is inconsistent with or outside the scope of this part or is in violation of paragraph (1).

(f) EXISTING STATE LAW.—Nothing in this section shall be construed to alter any State law or regulation granting parents authority over schools that repeatedly failed to make adequate yearly progress under this part, as in effect on the day before the date of the enactment of the Every Student Succeeds Act.

(g) OTHER PLAN PROVISIONS.—

(1) DESCRIPTIONS.—Each State plan shall describe—

(A) how the State will provide assistance to local educational agencies and individual elementary schools choosing to use funds under this part to support early childhood education programs;

(B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

(C) how the State educational agency will support local educational agencies receiving assistance under this part to improve school conditions for student learning, including through reducing—

(i) incidences of bullying and harassment;

(ii) the overuse of discipline practices that remove students from the classroom; and

(iii) the use of aversive behavioral interventions that compromise student health and safety;

(D) how the State will support local educational agencies receiving assistance under this part in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such local educational agencies to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out;

(E) the steps a State educational agency will take to ensure collaboration with the State agency responsible for administering the State plans under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—

(i) any such child enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current

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educational setting and the proximity to the school in which the child is enrolled at the time of placement;

(ii) when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;

(iii) the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; and

(iv) the State educational agency will designate an employee to serve as a point of contact for child welfare agencies and to oversee implementation of the State agency responsibilities required under this subparagraph, and such point of contact shall not be the State's Coordinator for Education of Homeless Children and Youths under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

(F) how the State educational agency will provide support to local educational agencies in the identification, enrollment, attendance, and school stability of homeless children and youths; and

(G) such other factors the State educational agency determines appropriate to provide students an opportunity to achieve the knowledge and skills described in the challenging State academic standards.

(2) ASSURANCES.—Each State plan shall contain assurances that—

(A) the State will make public any methods or criteria the State is using to measure teacher, principal, or other school leader effectiveness for the purpose of meeting the requirements described in paragraph (1)(B);

(B) the State educational agency will notify local educational agencies, Indian tribes and tribal organizations, schools, teachers, parents, and the public of the challenging State academic standards, academic assessments, and State accountability system, developed under this section;

(C) the State educational agency will assist each local educational agency and school affected by the State plan to meet the requirements of this part;

(D) the State will participate in the biennial State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)) if the Secretary pays the costs of administering such assessments;

(E) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources to improve educational opportunities and reduce unnecessary fiscal and accounting requirements;

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(F) the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parent and family engagement strategies, including those included in the parent and family engagement policy under section 1116;

(G) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this part;

(H) the State educational agency will ensure that local educational agencies, in developing and implementing programs under this part, will, to the extent feasible, work in consultation with outside intermediary organizations (such as educational service agencies), or individuals, that have practical expertise in the development or use of evidence-based strategies and programs to improve teaching, learning, and schools;

(I) the State educational agency has appropriate procedures and safeguards in place to ensure the validity of the assessment process;

(J) the State educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;

(K) the State educational agency will coordinate activities funded under this part with other Federal activities as appropriate;

(L) the State educational agency has involved the committee of practitioners established under section 1603(b) in developing the plan and monitoring its implementation;

(M) the State has professional standards for paraprofessionals working in a program supported with funds under this part, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act; and

(N) the State educational agency will provide the information described in clauses (ii), (iii), and (vii) of subsection (h)(1)(C) to the public in an easily accessible and user-friendly manner that can be cross-tabulated by, at a minimum, each major racial and ethnic group, gender, English proficiency status, and children with or without disabilities, which—

(i) may be accomplished by including such information on the annual State report card described subsection (h)(1)(C); and

(ii) shall be presented in a manner that—

(I) is first anonymized and does not reveal personally identifiable information about an individual student;

(II) does not include a number of students in any subgroup of students that is insufficient to yield statistically reliable information or that

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would reveal personally identifiable information about an individual student; and

(III) is consistent with the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974").

(3) RULES OF CONSTRUCTION.—Nothing in paragraph (2)(N) shall be construed to—

(A) require groups of students obtained by any entity that cross-tabulates the information provided under such paragraph to be considered subgroups of students, as defined in subsection (c)(2), for the purposes of the State accountability system under subsection (c); or

(B) require or prohibit States or local educational agencies from publicly reporting data in a cross-tabulated manner, in order to meet the requirements of paragraph (2)(N).

(4) TECHNICAL ASSISTANCE.—Upon request by a State educational agency, the Secretary shall provide technical assistance to such agency to—

(A) meet the requirements of paragraph (2)(N); or

(B) in the case of a State educational agency choosing, at its sole discretion, to disaggregate data described in clauses (ii) and (iii)(II) of subsection (h)(1)(C) for Asian and Native Hawaiian or Pacific Islander students using the same race response categories as the decennial census of the population, assist such State educational agency in such disaggregation and in using such data to improve academic outcomes for such students.

(h) REPORTS.—

(1) ANNUAL STATE REPORT CARD.—

(A) IN GENERAL.—A State that receives assistance under this part shall prepare and disseminate widely to the public an annual State report card for the State as a whole that meets the requirements of this paragraph.

(B) IMPLEMENTATION.—The State report card required under this paragraph shall be—

(i) concise;

(ii) presented in an understandable and uniform format that is developed in consultation with parents and, to the extent practicable, in a language that parents can understand; and

(iii) widely accessible to the public, which shall include making available on a single webpage of the State educational agency's website, the State report card, all local educational agency report cards for each local educational agency in the State required under paragraph (2), and the annual report to the Secretary under paragraph (5).

(C) MINIMUM REQUIREMENTS.—Each State report card required under this subsection shall include the following information:

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(i) A clear and concise description of the State's accountability system under subsection (c), including—

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

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(iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care—

(I) information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and

(II) high school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.

(iv) Information on the number and percentage of English learners achieving English language proficiency.

(v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.

(vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

(vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.

(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on—

(I) measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and

(II) the number and percentage of students enrolled in—

(aa) preschool programs; and

(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examina-

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tions, and dual or concurrent enrollment programs.

(ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of—

(I) inexperienced teachers, principals, and other school leaders;

(II) teachers teaching with emergency or provisional credentials; and

(III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

(x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.

(xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.

(xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.

(xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation—

(I) in programs of public postsecondary education in the State; and

(II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.

(xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and re-

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ported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

(D) RULES OF CONSTRUCTION.—Nothing in subparagraph (C)(viii) shall be construed as requiring—

(i) reporting of any data that are not collected in accordance with section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1); or

(ii) disaggregation of any data other than as required under subsection (b)(2)(B)(xi).

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

(A) PREPARATION AND DISSEMINATION.—A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency.

(B) IMPLEMENTATION.—Each local educational agency report card shall be—

(i) concise;

(ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and

(iii) accessible to the public, which shall include—

(I) placing such report card on the website of the local educational agency; and

(II) in any case in which a local educational agency does not operate a website, providing the information to the public in another manner determined by the local educational agency.

(C) MINIMUM REQUIREMENTS.—The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C), disaggregated in the same manner as required under such paragraph, except for clause (xii) of such paragraph, as applied to the local educational agency and each school served by the local educational agency, including—

(i) in the case of a local educational agency, information that shows how students served by the local educational agency achieved on the academic assessments described in subsection (b)(2) compared to students in the State as a whole;

(ii) in the case of a school, information that shows how the school's students' achievement on the academic assessments described in subsection (b)(2) compared to students served by the local educational agency and the State as a whole; and

(iii) any other information that the local educational agency determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each public school served by the local educational agency, whether or not such information is included in the annual State report card.

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(D) ADDITIONAL INFORMATION.—In the case of a local educational agency that issues a report card for all students, the local educational agency may include the information under this section as part of such report.

(3) PREEXISTING REPORT CARDS.—A State educational agency or local educational agency may use public report cards on the performance of students, schools, local educational agencies, or the State, that were in effect prior to the date of enactment of the Every Student Succeeds Act for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection, and protects the privacy of individual students.

(4) COST REDUCTION.—Each State educational agency and local educational agency receiving assistance under this part shall, wherever possible, take steps to reduce data collection costs and duplication of effort by obtaining the information required under this subsection through existing data collection efforts.

(5) ANNUAL STATE REPORT TO THE SECRETARY.—Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State—

(A) information on the achievement of students on the academic assessments required by subsection (b)(2), including the disaggregated results for the subgroups of students as defined in subsection (c)(2);

(B) information on the acquisition of English proficiency by English learners;

(C) the number and names of each public school in the State—

(i) identified for comprehensive support and improvement under subsection (c)(4)(D)(i); and

(ii) implementing targeted support and improvement plans under subsection (d)(2); and

(D) information on the professional qualifications of teachers in the State, including information on the number and the percentage of the following teachers:

(i) Inexperienced teachers.

(ii) Teachers teaching with emergency or provisional credentials.

(iii) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

(6) REPORT TO CONGRESS.—The Secretary shall transmit annually to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that provides national and State-level data on the information collected under paragraph (5). Such report shall be submitted through electronic means only.

(i) PRIVACY.—

(1) IN GENERAL.—Information collected or disseminated under this section (including any information collected for or included in the reports described in subsection (h)) shall be collected and disseminated in a manner that protects the privacy

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of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974") and this Act.

(2) SUFFICIENCY.—The reports described in subsection (h) shall only include data that are sufficient to yield statistically reliable information.

(3) DISAGGREGATION.—Disaggregation under this section shall not be required if such disaggregation will reveal personally identifiable information about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.

(j) VOLUNTARY PARTNERSHIPS.—A State retains the right to enter into a voluntary partnership with another State to develop and implement the challenging State academic standards and assessments required under this section, except that the Secretary shall not attempt to influence, incentivize, or coerce State—

(1) adoption of the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States, or assessments tied to such standards; or

(2) participation in such partnerships.

(k) SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS.—In determining the assessments to be used by each school operated or funded by the Bureau of Indian Education receiving funds under this part, the following shall apply until the requirements of section 8204(c) have been met:

(1) Each such school that is accredited by the State in which it is operating shall use the assessments and other academic indicators the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment and academic indicators as approved by the Secretary of the Interior.

(2) Each such school that is accredited by a regional accrediting organization (in consultation with and with the approval of the Secretary of the Interior, and consistent with assessments and academic indicators adopted by other schools in the same State or region) shall adopt an appropriate assessment and other academic indicators that meet the requirements of this section.

(3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment and other academic indicators developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment and academic indicators meet the requirements of this section.

(l) CONSTRUCTION.—Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

SEC. 1112. [20 U.S.C. 6312] LOCAL EDUCATIONAL AGENCY PLANS.

(a) PLANS REQUIRED.—

(1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency

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has on file with the State educational agency a plan, approved by the State educational agency, that—

(A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and

(B) as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 8305.

(3) STATE APPROVAL.—

(A) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(B) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and

(ii) meets the requirements of this section.

(4) DURATION.—Each local educational agency plan shall be submitted for the first year for which this part is in effect following the date of enactment of the Every Student Succeeds Act and shall remain in effect for the duration of the agency's participation under this part.

(5) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.

(6) RULE OF CONSTRUCTION.—Consultation required under paragraph (1)(A) shall not interfere with the timely submission of the plan required under this section.

(b) PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—

(1) how the local educational agency will monitor students' progress in meeting the challenging State academic standards by—

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(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

(2) how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;

(3) how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);

(4) the poverty criteria that will be used to select school attendance areas under section 1113;

(5) in general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

(6) the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);

(7) the strategy the local educational agency will use to implement effective parent and family engagement under section 1116;

(8) if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;

(9) how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part;

(10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

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(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

(11) how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2);

(12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and

(13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

(c) ASSURANCES.—Each local educational agency plan shall provide assurances that the local educational agency will—

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program ef-

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fectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(5) collaborate with the State or local child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

(d) SPECIAL RULE.—For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall—

(1) consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and

(2) disseminate to local educational agencies the education performance standards in effect under section 641A(a) of the

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Head Start Act (42 U.S.C. 9836a(a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.

(e) PARENTS RIGHT-TO-KNOW.—

(1) INFORMATION FOR PARENTS.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(2) TESTING TRANSPARENCY.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or

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parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

(i) the subject matter assessed;

(ii) the purpose for which the assessment is designed and used;

(iii) the source of the requirement for the assessment; and

(iv) where such information is available—

(I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and

(II) the time and format for disseminating results.

(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

(i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

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(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and

(viii) information pertaining to parental rights that includes written guidance—

(I) detailing the right that parents have to have their child immediately removed from such program upon their request;

(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

(C) PARENTAL PARTICIPATION.—

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels within a well-rounded education; and

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(cc) meet the challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

SEC. 1113. [20 U.S.C. 6313] ELIGIBLE SCHOOL ATTENDANCE AREAS.

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(2) ELIGIBLE SCHOOL ATTENDANCE AREAS.—For the purposes of this part—

(A) the term "school attendance area" means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

(B) the term "eligible school attendance area" means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole.

(3) RANKING ORDER.—

(A) RANKING.—Except as provided in subparagraph (B), if funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall—

(i) annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

(ii) serve such eligible school attendance areas in rank order.

(B) EXCEPTION.—A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency.

(4) REMAINING FUNDS.—If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall—

(A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by

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grade span or for the entire local educational agency according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

(i) to identify eligible school attendance areas;

(ii) to determine the ranking of each area; and

(iii) to determine allocations under subsection (c).

(B) SECONDARY SCHOOLS.—For measuring the number of students in low-income families in secondary schools, the local educational agency shall use the same measure of poverty, which shall be—

(i) the measure described under subparagraph (A); or

(ii) subject to meeting the conditions of subparagraph (C), an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas as calculated under subparagraph (A) that feed into the secondary school to the number of students enrolled in such school.

(C) MEASURE OF POVERTY.—The local educational agency shall have the option to use the measure of poverty described in subparagraph (B)(ii) after—

(i) conducting outreach to secondary schools within such agency to inform such schools of the option to use such measure; and

(ii) a majority of such schools have approved the use of such measure.

(6) EXCEPTION.—This subsection shall not apply to a local educational agency with a total enrollment of less than 1,000 children.

(7) WAIVER FOR DESEGREGATION PLANS.—The Secretary may approve a local educational agency's written request for a waiver of the requirements of subsections (a) and (c), and permit such agency to treat as eligible, and serve, any school that children attend with a State-ordered, court-ordered school de-

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segregation plan or a plan that continues to be implemented in accordance with a State-ordered or court-ordered desegregation plan, if—

(A) the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and

(B) the Secretary determines on the basis of a written request from such agency and in accordance with such criteria as the Secretary establishes, that approval of that request would further the purposes of this part.

(b) LOCAL EDUCATIONAL AGENCY DISCRETION.—

(1) IN GENERAL.—Notwithstanding subsection (a)(2), a local educational agency may—

(A) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;

(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

(C) designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year; and

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if—

(i) the school meets the comparability requirements of section 1118(c);

(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

(2) SPECIAL RULE.—Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS.—

(1) IN GENERAL.—A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

(2) SPECIAL RULE.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the per-pupil amount of funds allocated to each school

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attendance area or school under paragraph (1) shall be at least 125 percent of the per-pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112, except that this paragraph shall not apply to a local educational agency that only serves schools in which the percentage of such children is 35 percent or greater.

(B) EXCEPTION.—A local educational agency may reduce the amount of funds allocated under subparagraph (A) for a school attendance area or school by the amount of any supplemental State and local funds expended in that school attendance area or school for programs that meet the requirements of section 1114 or 1115.

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

(i) homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live;

(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

(B) METHOD OF DETERMINATION.—The share of funds determined under subparagraph (A) shall be determined—

(i) based on the total allocation received by the local educational agency; and

(ii) prior to any allowable expenditures or transfers by the local educational agency.

(C) HOMELESS CHILDREN AND YOUTHS.—Funds reserved under subparagraph (A)(i) may be—

(i) determined based on a needs assessment of homeless children and youths in the local educational agency, taking into consideration the number and needs of homeless children and youths in the local educational agency, and which needs assessment may be the same needs assessment as conducted under section 723(b)(1) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(b)(1)); and

(ii) used to provide homeless children and youths with services not ordinarily provided to other students under this part, including providing—

(I) funding for the liaison designated pursuant to section 722(g)(1)(J)(ii) of such Act (42 U.S.C. 11432(g)(1)(J)(ii)); and

(II) transportation pursuant to section 722(g)(1)(J)(iii) of such Act (42 U.S.C. 11432(g)(1)(J)(iii)).

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(4) FINANCIAL INCENTIVES AND REWARDS RESERVATION.—A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under subpart 2, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers.

(5) EARLY CHILDHOOD EDUCATION.—A local educational agency may reserve funds made available to carry out this section to provide early childhood education programs for eligible children.

SEC. 1114. [20 U.S.C. 6314] SCHOOLWIDE PROGRAMS.

(a) IN GENERAL.—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(A) ELIGIBILITY.—A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION.—A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED.—

(A) IN GENERAL.—No school participating in a schoolwide program shall be required to identify—

(i) particular children under this part as eligible to participate in a schoolwide program; or

(ii) individual services as supplementary.

(B) SUPPLEMENTAL FUNDS.—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS.—

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(A) EXEMPTION.—Except as provided in paragraph (2), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS.—A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS.—A school that chooses to consolidate and use funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the

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community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) PRESCHOOL PROGRAMS.—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher

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education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

SEC. 1115. [20 U.S.C. 6315] TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

(b) TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall—

(1) determine which students will be served;

(2) serve participating students identified as eligible children under subsection (c), including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—

(i) expanded learning time, before- and after-school programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized

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instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(G) provide to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for

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which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE.—Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT.—To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may—

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES.—

(1) SIMULTANEOUS SERVICE.—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES.—If—

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator;

(iii) family support and engagement services;

(iv) integrated student supports; and

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(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

(g) PROHIBITION.—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to require a local educational agency or school to submit the results of a comprehensive needs assessment or plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) DELIVERY OF SERVICES.—The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY.—

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

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(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) RESERVATION.—

(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is $5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT.—Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS.—Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

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(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE.—If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT.—If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments

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with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT.—Each school served under this part shall—

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for sup-

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porting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

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(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW.—The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are en-

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rolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

(ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have

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determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children—

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(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1)to provide services to eligible private school children participating in programs.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private

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school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by—

(A) using the same measure of low income used to count public school children;

(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES.—

(A) PROVIDER.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

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(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

SEC. 1118. [20 U.S.C. 6321] FISCAL REQUIREMENTS.

(a) MAINTENANCE OF EFFORT.—A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 8521.

(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NON-FEDERAL FUNDS.—

(1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

(2) COMPLIANCE.—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

(3) SPECIAL RULE.—No local educational agency shall be required to—

(A) identify that an individual cost or service supported under this part is supplemental; or

(B) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

(4) PROHIBITION.—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate

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State and local funds to each school receiving assistance under this part.

(5) TIMELINE.—A local educational agency—

(A) shall meet the compliance requirement under paragraph (2) not later than 2 years after the date of enactment of the Every Student Succeeds Act; and

(B) may demonstrate compliance with the requirement under paragraph (1) before the end of such 2-year period using the method such local educational agency used on the day before the date of enactment of the Every Student Succeeds Act.

(c) COMPARABILITY OF SERVICES.—

(1) IN GENERAL.—

(A) COMPARABLE SERVICES.—Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

(B) SUBSTANTIALLY COMPARABLE SERVICES.—If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

(C) BASIS.—A local educational agency may meet the requirements of subparagraphs (A) and (B) on a grade-span by grade-span basis or a school-by-school basis.

(2) WRITTEN ASSURANCE.—

(A) EQUIVALENCE.—A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(B) DETERMINATIONS.—For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

(C) EXCLUSIONS.—A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

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(3) PROCEDURES AND RECORDS.—Each local educational agency assisted under this part shall—

(A) develop procedures for compliance with this subsection; and

(B) maintain records that are updated biennially documenting such agency's compliance with this subsection.

(4) INAPPLICABILITY.—This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

(5) COMPLIANCE.—For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for—

(A) language instruction educational programs; and

(B) the excess costs of providing services to children with disabilities as determined by the local educational agency.

(d) EXCLUSION OF FUNDS.—For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS.

(a) IN GENERAL.—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

(b) ACTIVITIES.—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—

(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;

(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

(3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;

(4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and

(5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

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(c) COORDINATION OF REGULATIONS.—The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this part with regulations promulgated under the Head Start Act.

Subpart 2—Allocations

SEC. 1121. [20 U.S.C. 6331] GRANTS FOR THE OUTLYING AREAS AND THE SECRETARY OF THE INTERIOR.

(a) RESERVATION OF FUNDS.—Subject to subsection (e), from the amount appropriated for payments to States for any fiscal year under section 1002(a), the Secretary shall—

(1) reserve 0.4 percent to provide assistance to the outlying areas in accordance with subsection (b); and

(2) reserve 0.7 percent to provide assistance to the Secretary of the Interior in accordance with subsection (d).

(b) ASSISTANCE TO OUTLYING AREAS.—

(1) FUNDS RESERVED.—From the amount made available for any fiscal year under subsection (a)(1), the Secretary shall—

(A) first reserve $1,000,000 for the Republic of Palau, until Palau enters into an agreement for extension of United States educational assistance under the Compact of Free Association, and subject to such terms and conditions as the Secretary may establish, except that Public Law 95–134, permitting the consolidation of grants, shall not apply; and

(B) use the remaining funds to award grants to the outlying areas in accordance with paragraphs (2) through (5).

(2) AMOUNT OF GRANTS.—The Secretary shall allocate the amount available under paragraph (1)(B) to the outlying areas in proportion to their relative numbers of children, aged 5 to 17, inclusive, from families below the poverty level, on the basis of the most recent satisfactory data available from the Department of Commerce.

(3) HOLD-HARMLESS AMOUNTS.—For each fiscal year, the amount made available to each outlying area under this subsection shall be—

(A) not less than 95 percent of the amount made available for the preceding fiscal year if the number of children counted under paragraph (2) is not less than 30 percent of the total number of children aged 5 to 17 years, inclusive, in the outlying area;

(B) not less than 90 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is between 15 percent and 30 percent; and

(C) not less than 85 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is below 15 percent.

(4) RATABLE REDUCTIONS.—If the amount made available under paragraph (1)(B) for any fiscal year is insufficient to pay the full amounts that the outlying areas are eligible to receive

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under paragraphs (2) and (3) for that fiscal year, the Secretary shall ratably reduce those amounts.

(5) USES.—Grant funds awarded under paragraph (1)(A) may be used only—

(A) for programs described in this Act, including teacher training, curriculum development, instructional materials, or general school improvement and reform; and

(B) to provide direct educational services that assist all students with meeting the challenging State academic standards.

(c) DEFINITIONS.—For the purpose of this section, the term "outlying area" means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

(d) ALLOTMENT TO THE SECRETARY OF THE INTERIOR.—

(1) IN GENERAL.—The amount allotted for payments to the Secretary of the Interior under subsection (a)(2) for any fiscal year shall be used, in accordance with such criteria as the Secretary may establish, to meet the unique educational needs of—

(A) Indian children on reservations served by elementary schools and secondary schools for Indian children operated or supported by the Department of the Interior; and

(B) out-of-State Indian children in elementary schools and secondary schools in local educational agencies under special contracts with the Department of the Interior.

(2) PAYMENTS.—From the amount allotted for payments to the Secretary of the Interior under subsection (a)(2), the Secretary of the Interior shall make payments to local educational agencies, on such terms as the Secretary determines will best carry out the purposes of this part, with respect to out-of-State Indian children described in paragraph (1). The amount of such payment may not exceed, for each such child, the greater of—

(A) 40 percent of the average per-pupil expenditure in the State in which the agency is located; or

(B) 48 percent of such expenditure in the United States.

(e) LIMITATION ON APPLICABILITY.—If, by reason of the application of subsection (a) for any fiscal year, the total amount available for allocation to all States under this part would be less than the amount allocated to all States for fiscal year 2016 under this part, the Secretary shall provide assistance to the outlying areas and the Secretary of the Interior in accordance with this section, as in effect on the day before the date of enactment of the Every Student Succeeds Act.

SEC. 1122. [20 U.S.C. 6332] ALLOCATIONS TO STATES.

(a) ALLOCATION FORMULA.—Of the amount appropriated under section 1002(a) to carry out this part for each of fiscal years 2017–2020 (referred to in this subsection as the current fiscal year)—

(1) an amount equal to the amount made available to carry out section 1124 for fiscal year 2001 shall be allocated in accordance with section 1124;

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(2) an amount equal to the amount made available to carry out section 1124A for fiscal year 2001 shall be allocated in accordance with section 1124A; and

(3) an amount equal to 100 percent of the amount, if any, by which the total amount made available under this subsection for the current fiscal year for which the determination is made exceeds the total amount available to carry out sections 1124 and 1124A for fiscal year 2001 shall be used to carry out sections 1125 and 1125A and such amount shall be divided equally between sections 1125 and 1125A.

(b) ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS.—

(1) IN GENERAL.—If the sums available under this subpart for any fiscal year are insufficient to pay the full amounts that all local educational agencies in States are eligible to receive under sections 1124, 1124A, and 1125 for such year, the Secretary shall ratably reduce the allocations to such local educational agencies, subject to subsections (c) and (d) of this section.

(2) ADDITIONAL FUNDS.—If additional funds become available for making payments under sections 1124, 1124A, and 1125 for such fiscal year, allocations that were reduced under paragraph (1) shall be increased on the same basis as they were reduced.

(c) HOLD-HARMLESS AMOUNTS.—

(1) AMOUNTS FOR SECTIONS 1124, 1124A, AND 1125.—For each fiscal year, the amount made available to each local educational agency under each of sections 1124, 1124A, and 1125 shall be—

(A) not less than 95 percent of the amount made available for the preceding fiscal year if the number of children counted for grants under section 1124 is not less than 30 percent of the total number of children aged 5 to 17 years, inclusive, in the local educational agency;

(B) not less than 90 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is between 15 percent and 30 percent; and

(C) not less than 85 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is below 15 percent.

(2) PAYMENTS.—If sufficient funds are appropriated, the amounts described in paragraph (1) shall be paid to all local educational agencies that received grants under section 1124A for the preceding fiscal year, regardless of whether the local educational agency meets the minimum eligibility criteria for that fiscal year described in section 1124A(a)(1)(A) except that a local educational agency that does not meet such minimum eligibility criteria for 4 consecutive years shall no longer be eligible to receive a hold harmless amount referred to in paragraph (1).

(3) APPLICABILITY.—Notwithstanding any other provision of law, the Secretary shall not take into consideration the hold-harmless provisions of this subsection for any fiscal year for purposes of calculating State or local allocations for the fiscal

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year under any program administered by the Secretary other than a program authorized under this part.

(4) POPULATION DATA.—For any fiscal year for which the Secretary calculates grants on the basis of population data for counties, the Secretary shall apply the hold-harmless percentages in paragraphs (1) and (2) to counties and, if the Secretary's allocation for a county is not sufficient to meet the hold-harmless requirements of this subsection for every local educational agency within that county, the State educational agency shall reallocate funds proportionately from all other local educational agencies in the State that are receiving funds in excess of the hold-harmless amounts specified in this subsection.

(d) RATABLE REDUCTIONS.—

(1) IN GENERAL.—If the sums made available under this subpart for any fiscal year are insufficient to pay the full amounts that local educational agencies in all States are eligible to receive under subsection (c) for such year, the Secretary shall ratably reduce such amounts for such year.

(2) ADDITIONAL FUNDS.—If additional funds become available for making payments under subsection (c) for such fiscal year, amounts that were reduced under paragraph (1) shall be increased on the same basis as such amounts were reduced.

(e) DEFINITION.—For the purpose of this section and sections 1124, 1124A, 1125, and 1125A, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1124. [20 U.S.C. 6333] BASIC GRANTS TO LOCAL EDUCATIONAL AGENCIES.

(a) AMOUNT OF GRANTS.—

(1) GRANTS FOR LOCAL EDUCATIONAL AGENCIES AND PUERTO RICO.—Except as provided in paragraph (4) and in section 1126, the grant that a local educational agency is eligible to receive under this section for a fiscal year is the amount determined by multiplying—

(A) the number of children counted under subsection (c); and

(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this subparagraph shall not be less than 32 percent, or more than 48 percent, of the average per-pupil expenditure in the United States.

(2) CALCULATION OF GRANTS.—

(A) ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—The Secretary shall calculate grants under this section on the basis of the number of children counted under subsection (c) for local educational agencies, unless the Secretary and the Secretary of Commerce determine that some or all of those data are unreliable or that their use would be otherwise inappropriate, in which case—

(i) the two Secretaries shall publicly disclose the reasons for their determination in detail; and

(ii) paragraph (3) shall apply.

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(B) ALLOCATIONS TO LARGE AND SMALL LOCAL EDUCATIONAL AGENCIES.—

(i) For any fiscal year to which this paragraph applies, the Secretary shall calculate grants under this section for each local educational agency.

(ii) The amount of a grant under this section for each large local educational agency shall be the amount determined under clause (i).

(iii) For small local educational agencies, the State educational agency may either—

(I) distribute grants under this section in amounts determined by the Secretary under clause (i); or

(II) use an alternative method approved by the Secretary to distribute the portion of the State's total grants under this section that is based on those small agencies.

(iv) An alternative method under clause (iii)(II) shall be based on population data that the State educational agency determines best reflect the current distribution of children in poor families among the State's small local educational agencies that meet the eligibility criteria of subsection (b).

(v) If a small local educational agency is dissatisfied with the determination of its grant by the State educational agency under clause (iii)(II), it may appeal that determination to the Secretary, who shall respond not later than 45 days after receipt of such appeal.

(vi) As used in this subparagraph—

(I) the term "large local educational agency" means a local educational agency serving an area with a total population of 20,000 or more; and

(II) the term "small local educational agency" means a local educational agency serving an area with a total population of less than 20,000.

(3) ALLOCATIONS TO COUNTIES.—

(A) CALCULATION.—For any fiscal year to which this paragraph applies, the Secretary shall calculate grants under this section on the basis of the number of children counted under subsection (c) for counties, and State educational agencies shall suballocate county amounts to local educational agencies, in accordance with regulations issued by the Secretary.

(B) DIRECT ALLOCATIONS.—In any State in which a large number of local educational agencies overlap county boundaries, or for which the State believes it has data that would better target funds than allocating them by county, the State educational agency may apply to the Secretary for authority to make the allocations under this subpart for a particular fiscal year directly to local educational agencies without regard to counties.

(C) ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—If the Secretary approves the State educational agency's application under subparagraph (B), the State educational

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agency shall provide the Secretary an assurance that such allocations shall be made—

(i) using precisely the same factors for determining a grant as are used under this subpart; or

(ii) using data that the State educational agency submits to the Secretary for approval that more accurately target poverty.

(D) APPEAL.—The State educational agency shall provide the Secretary an assurance that it will establish a procedure through which a local educational agency that is dissatisfied with its determinations under subparagraph (B) may appeal directly to the Secretary for a final determination.

(4) PUERTO RICO.—

(A) IN GENERAL.—For each fiscal year, the grant that the Commonwealth of Puerto Rico shall be eligible to receive under this section shall be the amount determined by multiplying the number of children counted under subsection (c) for the Commonwealth of Puerto Rico by the product of—

(i) subject to subparagraph (B), the percentage that the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

(ii) 32 percent of the average per-pupil expenditure in the United States.

(B) MINIMUM PERCENTAGE.—The percentage in subparagraph (A)(i) shall not be less than—

(i) for fiscal year 2002, 77.5 percent;

(ii) for fiscal year 2003, 80.0 percent;

(iii) for fiscal year 2004, 82.5 percent;

(iv) for fiscal year 2005, 85.0 percent;

(v) for fiscal year 2006, 92.5 percent; and

(vi) for fiscal year 2007 and succeeding fiscal years, 100.0 percent.

(C) LIMITATION.—If the application of subparagraph (B) would result in any of the 50 States or the District of Columbia receiving less under this subpart than it received under this subpart for the preceding fiscal year, the percentage in subparagraph (A) shall be the greater of—

(i) the percentage in subparagraph (A)(i);

(ii) the percentage specified in subparagraph (B) for the preceding fiscal year; or

(iii) the percentage used for the preceding fiscal year.

(b) MINIMUM NUMBER OF CHILDREN TO QUALIFY.—A local educational agency is eligible for a basic grant under this section for any fiscal year only if the number of children counted under subsection (c) for that agency is both—

(1) 10 or more; and

(2) more than 2 percent of the total school-age population in the agency's jurisdiction.

(c) CHILDREN TO BE COUNTED.—

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(1) CATEGORIES OF CHILDREN.—The number of children to be counted for purposes of this section is the aggregate of—

(A) the number of children aged 5 to 17, inclusive, in the school district of the local educational agency from families below the poverty level as determined under paragraph (2);

(B) the number of children (determined under paragraph (4) for either the preceding year as described in that paragraph, or for the second preceding year, as the Secretary finds appropriate) aged 5 to 17, inclusive, in the school district of such agency in institutions for neglected and delinquent children (other than such institutions operated by the United States), but not counted pursuant to subpart 1 of part D for the purposes of a grant to a State agency, or being supported in foster homes with public funds; and

(C) the number of children aged 5 to 17, inclusive, in the school district of such agency from families above the poverty level as determined under paragraph (4).

(2) DETERMINATION OF NUMBER OF CHILDREN.—For the purposes of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families below the poverty level on the basis of the most recent satisfactory data, described in paragraph (3), available from the Department of Commerce. The District of Columbia and the Commonwealth of Puerto Rico shall be treated as individual local educational agencies. If a local educational agency contains two or more counties in their entirety, then each county will be treated as if such county were a separate local educational agency for purposes of calculating grants under this part. The total of grants for such counties shall be allocated to such a local educational agency, which local educational agency shall distribute to schools in each county within such agency a share of the local educational agency's total grant that is no less than the county's share of the population counts used to calculate the local educational agency's grant.

(3) POPULATION UPDATES.—

(A) IN GENERAL.—In fiscal year 2002 and each subsequent fiscal year, the Secretary shall use updated data on the number of children, aged 5 to 17, inclusive, from families below the poverty level for counties or local educational agencies, published by the Department of Commerce, unless the Secretary and the Secretary of Commerce determine that the use of the updated population data would be inappropriate or unreliable. If appropriate and reliable data are not available annually, the Secretary shall use data which are updated every 2 years.

(B) INAPPROPRIATE OR UNRELIABLE DATA.—If the Secretary and the Secretary of Commerce determine that some or all of the data referred to in subparagraph (A) are inappropriate or unreliable, the Secretary and the Secretary of Commerce shall publicly disclose their reasons.

(C) CRITERIA OF POVERTY.—In determining the families that are below the poverty level, the Secretary shall

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use the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census, as the criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics.

(4) OTHER CHILDREN TO BE COUNTED.—

(A) For the purpose of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families above the poverty level on the basis of the number of such children from families receiving an annual income, in excess of the current criteria of poverty, from payments under a State program funded under part A of title IV of the Social Security Act; and in making such determinations, the Secretary shall use the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census for a family of four in such form as those criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics.

(B) The Secretary shall determine the number of such children and the number of children aged 5 through 17 living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the caseload data for the month of October of the preceding fiscal year (using, in the case of children described in the preceding sentence, the criteria of poverty and the form of such criteria required by such sentence which were determined for the calendar year preceding such month of October) or, to the extent that such data are not available to the Secretary before January of the calendar year in which the Secretary's determination is made, then on the basis of the most recent reliable data available to the Secretary at the time of such determination.

(C) Except for the data on children living in institutions for neglected or delinquent children, the Secretary of Health and Human Services shall collect and transmit the information required by this subparagraph to the Secretary not later than January 1 of each year.

(D) For the purpose of this section, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

(5) ESTIMATE.—When requested by the Secretary, the Secretary of Commerce shall make a special updated estimate of the number of children of such ages who are from families below the poverty level (as determined under paragraph (1)(A)) in each school district, and the Secretary is authorized to pay (either in advance or by way of reimbursement) the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request of the chief executive of a State for the collection of additional census information.

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(d) STATE MINIMUM.—Notwithstanding section 1122, the aggregate amount allotted for all local educational agencies within a State may not be less than the lesser of—

(1) 0.25 percent of the total amount allocated to States under this section for fiscal year 2001, plus 0.35 percent of the total amount allocated to States under this section in excess of the amount allocated for fiscal year 2001; or

(2) the average of—

(A) the amount calculated in paragraph (1), above; and

(B) the number of children in such State counted under subsection (c) in the fiscal year multiplied by 150 percent of the national average per-pupil payment made with funds available under this section for that year.

SEC. 1124A. [20 U.S.C. 6334] CONCENTRATION GRANTS TO LOCAL EDUCATIONAL AGENCIES.

(a) ELIGIBILITY FOR AND AMOUNT OF GRANTS.—

(1) IN GENERAL.—(A) Except as otherwise provided in this paragraph, each local educational agency which is eligible for a grant under section 1124 for any fiscal year is eligible for an additional grant under this section for that fiscal year if the number of children counted under section 1124(c) in the agency exceeds either—

(i) 6,500; or

(ii) 15 percent of the total number of children aged 5 through 17 in the agency.

(B) Notwithstanding section 1122, no State shall receive less than the lesser of—

(i) 0.25 percent of the total amount allocated to States under this section for fiscal year 2001, plus 0.35 percent of the total amount allocated to States under this section in excess of the amount allocated for fiscal year 2001; or

(ii) the average of—

(I) the amount calculated under clause (i); and

(II) the greater of—

(aa) $340,000; or

(bb) the number of children in such State counted for purposes of this section in that fiscal year multiplied by 150 percent of the national average per-pupil payment made with funds available under this section for that year.

(2) DETERMINATION.—For each county or local educational agency eligible to receive an additional grant under this section for any fiscal year, the Secretary shall determine the product of—

(A) the number of children counted under section 1124(c) for that fiscal year; and

(B) the amount in section 1124(a)(1)(B) for each State except the Commonwealth of Puerto Rico, and the amount in section 1124(a)(4) for the Commonwealth of Puerto Rico.

(3) AMOUNT.—The amount of the additional grant for which an eligible local educational agency or county is eligible under this section for any fiscal year shall be an amount which bears the same ratio to the amount available to carry out this section for that fiscal year as the product determined under

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paragraph (2) for such local educational agency for that fiscal year bears to the sum of such products for all local educational agencies in the United States for that fiscal year.

(4) LOCAL ALLOCATIONS.—(A) Grant amounts under this section shall be determined in accordance with section 1124(a)(2), (3), and (4).

(B) For any fiscal year for which the Secretary allocates funds under this section on the basis of counties, a State may reserve not more than 2 percent of its allocation under this section to make grants to local educational agencies that meet the criteria of paragraph (1)(A)(i) or (ii) and are in ineligible counties that do not meet these criteria.

(b) SMALL STATES.—In any State for which on the date of enactment of the No Child Left Behind Act of 2001 the number of children counted under section 1124(c) is less than 0.25 percent of the number of those children counted for all States, the State educational agency shall allocate funds under this section among the local educational agencies in the State either—

(1) in accordance with paragraphs (2) and (4) of subsection (a); or

(2) based on their respective concentrations and numbers of children counted under section 1124(c), except that only those local educational agencies with concentrations or numbers of children counted under section 1124(c) that exceed the statewide average percentage of such children or the statewide average number of such children shall receive any funds on the basis of this paragraph.

SEC. 1125. [20 U.S.C. 6335] TARGETED GRANTS TO LOCAL EDUCATIONAL AGENCIES.

(a) ELIGIBILITY OF LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—A local educational agency in a State is eligible to receive a targeted grant under this section for any fiscal year if—

(A) the number of children in the local educational agency counted under section 1124(c), before application of the weighted child count described in subsection (c), is at least 10; and

(B) if the number of children counted for grants under section 1124(c), before application of the weighted child count described in subsection (c), is at least 5 percent of the total number of children aged 5 to 17 years, inclusive, in the school district of the local educational agency.

(2) SPECIAL RULE.—For any fiscal year for which the Secretary allocates funds under this section on the basis of counties, funds made available as a result of applying this subsection shall be reallocated by the State educational agency to other eligible local educational agencies in the State in proportion to the distribution of other funds under this section.

(b) GRANTS FOR LOCAL EDUCATIONAL AGENCIES, THE DISTRICT OF COLUMBIA, AND THE COMMONWEALTH OF PUERTO RICO.—

(1) IN GENERAL.—The amount of the grant that a local educational agency in a State (other than the Commonwealth of Puerto Rico) is eligible to receive under this section for any fiscal year shall be the product of—

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(A) the weighted child count determined under subsection (c); and

(B) the amount determined under section 1124(a)(1)(B).

(2) PUERTO RICO.—For each fiscal year, the amount of the grant the Commonwealth of Puerto Rico is eligible to receive under this section shall be equal to the number of children counted under subsection (c) for the Commonwealth of Puerto Rico, multiplied by the amount determined in section 1124(a)(4) for the Commonwealth of Puerto Rico.

(c) WEIGHTED CHILD COUNT.—

(1) WEIGHTS FOR ALLOCATIONS TO COUNTIES.—

(A) IN GENERAL.—For each fiscal year for which the Secretary uses county population data to calculate grants, the weighted child count used to determine a county's allocation under this section is the larger of the two amounts determined under subparagraphs (B) and (C).

(B) BY PERCENTAGE OF CHILDREN.—The amount referred to in subparagraph (A) is determined by adding—

(i) the number of children determined under section 1124(c) for that county who constitute not more than 15.00 percent, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(ii) the number of such children who constitute more than 15.00 percent, but not more than 19.00 percent, of such population, multiplied by 1.75;

(iii) the number of such children who constitute more than 19.00 percent, but not more than 24.20 percent, of such population, multiplied by 2.5;

(iv) the number of such children who constitute more than 24.20 percent, but not more than 29.20 percent, of such population, multiplied by 3.25; and

(v) the number of such children who constitute more than 29.20 percent of such population, multiplied by 4.0.

(C) BY NUMBER OF CHILDREN.—The amount referred to in subparagraph (A) is determined by adding—

(i) the number of children determined under section 1124(c) who constitute not more than 2,311, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(ii) the number of such children between 2,312 and 7,913, inclusive, in such population, multiplied by 1.5;

(iii) the number of such children between 7,914 and 23,917, inclusive, in such population, multiplied by 2.0;

(iv) the number of such children between 23,918 and 93,810, inclusive, in such population, multiplied by 2.5; and

(v) the number of such children in excess of 93,811 in such population, multiplied by 3.0.

(D) PUERTO RICO.—Notwithstanding subparagraph (A), the weighting factor for the Commonwealth of Puerto Rico

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under this paragraph shall not be greater than the total number of children counted under section 1124(c) multiplied by 1.82.

(2) WEIGHTS FOR ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

(A) IN GENERAL.—For each fiscal year for which the Secretary uses local educational agency data, the weighted child count used to determine a local educational agency's grant under this section is the larger of the two amounts determined under subparagraphs (B) and (C).

(B) BY PERCENTAGE OF CHILDREN.—The amount referred to in subparagraph (A) is determined by adding—

(i) the number of children determined under section 1124(c) for that local educational agency who constitute not more than 15.58 percent, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(ii) the number of such children who constitute more than 15.58 percent, but not more than 22.11 percent, of such population, multiplied by 1.75;

(iii) the number of such children who constitute more than 22.11 percent, but not more than 30.16 percent, of such population, multiplied by 2.5;

(iv) the number of such children who constitute more than 30.16 percent, but not more than 38.24 percent, of such population, multiplied by 3.25; and

(v) the number of such children who constitute more than 38.24 percent of such population, multiplied by 4.0.

(C) BY NUMBER OF CHILDREN.—The amount referred to in subparagraph (A) is determined by adding—

(i) the number of children determined under section 1124(c) who constitute not more than 691, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(ii) the number of such children between 692 and 2,262, inclusive, in such population, multiplied by 1.5;

(iii) the number of such children between 2,263 and 7,851, inclusive, in such population, multiplied by 2.0;

(iv) the number of such children between 7,852 and 35,514, inclusive, in such population, multiplied by 2.5; and

(v) the number of such children in excess of 35,514 in such population, multiplied by 3.0.

(D) PUERTO RICO.—Notwithstanding subparagraph (A), the weighting factor for the Commonwealth of Puerto Rico under this paragraph shall not be greater than the total number of children counted under section 1124(c) multiplied by 1.82.

(d) CALCULATION OF GRANT AMOUNTS.—Grant amounts under this section shall be calculated in the same manner as grant amounts are calculated under section 1124(a)(2) and (3).

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(e) STATE MINIMUM.—Notwithstanding any other provision of this section or section 1122, from the total amount available for any fiscal year to carry out this section, each State shall be allotted at least the lesser of—

(1) 0.35 percent of the total amount available to carry out this section; or

(2) the average of—

(A) 0.35 percent of the total amount available to carry out this section; and

(B) 150 percent of the national average grant under this section per child described in section 1124(c), without application of a weighting factor, multiplied by the State's total number of children described in section 1124(c), without application of a weighting factor.

SEC. 1125AA. [20 U.S.C. 6336] ADEQUACY OF FUNDING TO LOCAL EDUCATIONAL AGENCIES IN FISCAL YEARS AFTER FISCAL YEAR 2001.[3]

Pursuant to section 1122, the total amount allocated in any fiscal year after fiscal year 2001 for programs and activities under this part shall not exceed the amount allocated in fiscal year 2001 for such programs and activities unless the amount available for targeted grants to local educational agencies under section 1125 in the applicable fiscal year meets the requirements of section 1122(a).

SEC. 1125A. [20 U.S.C. 6337] EDUCATION FINANCE INCENTIVE GRANT PROGRAM.

(a) GRANTS.—From funds made available under section 1122(a) the Secretary is authorized to make grants to States, from allotments under subsection (b), to carry out the programs and activities of this part.

(b) DISTRIBUTION BASED UPON FISCAL EFFORT AND EQUITY.—

(1) IN GENERAL.—

(A) IN GENERAL.—Except as provided in subparagraph (B), funds made available for any fiscal year to carry out this section shall be allotted to each State based upon the number of children counted under section 1124(c) in such State multiplied by the product of—

(i) the amount in section 1124(a)(1)(B) for all States other than the Commonwealth of Puerto Rico, except that the amount determined under that subparagraph shall not be less that 34 percent or more than 46 percent of the average per pupil expenditure in the United States, and the amount in section 1124(a)(4) for the Commonwealth of Puerto Rico, except that the amount in section 1124(a)(4)(A)(ii) shall be 34 percent of the average per pupil expenditure in the United States; multiplied by

(ii) such State's effort factor described in paragraph (2); multiplied by

[3] Section 1016 of Public Law 114–95 provides for an amendment to section 1125AA. The casing of the matter inserted in the section heading is not OLC style, however, is reflected here in the correct style and casing. The amendment also included a point dash with the word "Pursuant" run in to the heading which is not reflected here.

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(iii) 1.30 minus such State's equity factor described in paragraph (3).

(B) STATE MINIMUM.—Notwithstanding any other provision of this section or section 1122, from the total amount available for any fiscal year to carry out this section, each State shall be allotted at least the lesser of—

(i) 0.35 percent of the total amount reserved under section 1122(a) to carry out this section; or

(ii) the average of—

(I) 0.35 percent of the total amount available to carry out this section; and

(II) 150 percent of the national average grant under this section per child described in section 1124(c), without application of a weighting factor, multiplied by the State's total number of children described in section 1124(c), without application of a weighting factor.

(2) EFFORT FACTOR.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the effort factor for a State shall be determined in accordance with the succeeding sentence, except that such factor shall not be less than 0.95 nor greater than 1.05. The effort factor determined under this sentence shall be a fraction the numerator of which is the product of the 3-year average per-pupil expenditure in the State multiplied by the 3-year average per capita income in the United States and the denominator of which is the product of the 3-year average per capita income in such State multiplied by the 3-year average per-pupil expenditure in the United States.

(B) COMMONWEALTH OF PUERTO RICO.—The effort factor for the Commonwealth of Puerto Rico shall be equal to the lowest effort factor calculated under subparagraph (A) for any State.

(3) EQUITY FACTOR.—

(A) DETERMINATION.—

(i) IN GENERAL.—Except as provided in subparagraph (B), the Secretary shall determine the equity factor under this section for each State in accordance with clause (ii).

(ii) COMPUTATION.—

(I) IN GENERAL.—For each State, the Secretary shall compute a weighted coefficient of variation for the per-pupil expenditures of local educational agencies in accordance with subclauses (II), (III), and (IV).

(II) VARIATION.—In computing coefficients of variation, the Secretary shall weigh the variation between per-pupil expenditures in each local educational agency and the average per-pupil expenditures in the State according to the number of pupils served by the local educational agency.

(III) NUMBER OF PUPILS.—In determining the number of pupils under this paragraph served by

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each local educational agency and in each State, the Secretary shall multiply the number of children counted under section 1124(c) by a factor of 1.4.

(IV) ENROLLMENT REQUIREMENT.—In computing coefficients of variation, the Secretary shall include only those local educational agencies with an enrollment of more than 200 students.

(B) SPECIAL RULE.—The equity factor for a State that meets the disparity standard described in section 222.162 of title 34, Code of Federal Regulations (as such section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001) or a State with only one local educational agency shall be not greater than 0.10.

(c) USE OF FUNDS; ELIGIBILITY OF LOCAL EDUCATIONAL AGENCIES.—All funds awarded to each State under this section shall be allocated to local educational agencies under the following provisions. Within local educational agencies, funds allocated under this section shall be distributed to schools on a basis consistent with section 1113, and may only be used to carry out activities under this part. A local educational agency in a State is eligible to receive a targeted grant under this section for any fiscal year if—

(1) the number of children in the local educational agency counted under section 1124(c), before application of the weighted child count described in paragraph (3), is at least 10; and

(2) if the number of children counted for grants under section 1124(c), before application of the weighted child count described in paragraph (3), is at least 5 percent of the total number of children aged 5 to 17 years, inclusive, in the school district of the local educational agency.

For any fiscal year for which the Secretary allocates funds under this section on the basis of counties, funds made available as a result of applying this subsection shall be reallocated by the State educational agency to other eligible local educational agencies in the State in proportion to the distribution of other funds under this section.

(d) ALLOCATION OF FUNDS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—Funds received by States under this section shall be allocated within States to eligible local educational agencies on the basis of weighted child counts calculated in accordance with paragraph (1), (2), or (3), as appropriate for each State.

(1) STATES WITH AN EQUITY FACTOR LESS THAN.10.—In States with an equity factor less than .10, the weighted child counts referred to in subsection (d) shall be calculated as follows:

(A) WEIGHTS FOR ALLOCATIONS TO COUNTIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses county population data to calculate grants, the weighted child count used to determine a county's allocation under this section is the larger of the two amounts determined under clauses (ii) and (iii).

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(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that county who constitute not more than 15.00 percent, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children who constitute more than 15.00 percent, but not more than 19.00 percent, of such population, multiplied by 1.75;

(III) the number of such children who constitute more than 19.00 percent, but not more than 24.20 percent, of such population, multiplied by 2.5;

(IV) the number of such children who constitute more than 24.20 percent, but not more than 29.20 percent, of such population, multiplied by 3.25; and

(V) the number of such children who constitute more than 29.20 percent of such population, multiplied by 4.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding

(I) the number of children determined under section 1124(c) who constitute not more than 2,311, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 2,312 and 7,913, inclusive, in such population, multiplied by 1.5;

(III) the number of such children between 7,914 and 23,917, inclusive, in such population, multiplied by 2.0;

(IV) the number of such children between 23,918 and 93,810, inclusive, in such population, multiplied by 2.5; and

(V) the number of such children in excess of 93,811 in such population, multiplied by 3.0.

(B) WEIGHTS FOR ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses local educational agency data, the weighted child count used to determine a local educational agency's grant under this section is the larger of the two amounts determined under clauses (ii) and (iii).

(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that local educational agency who constitute not more than 15.58 percent, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

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(II) the number of such children who constitute more than 15.58 percent, but not more than 22.11 percent, of such population, multiplied by 1.75;

(III) the number of such children who constitute more than 22.11 percent, but not more than 30.16 percent, of such population, multiplied by 2.5;

(IV) the number of such children who constitute more than 30.16 percent, but not more than 38.24 percent, of such population, multiplied by 3.25; and

(V) the number of such children who constitute more than 38.24 percent of such population, multiplied by 4.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) who constitute not more than 691, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 692 and 2,262, inclusive, in such population, multiplied by 1.5;

(III) the number of such children between 2,263 and 7,851, inclusive, in such population, multiplied by 2.0;

(IV) the number of such children between 7,852 and 35,514, inclusive, in such population, multiplied by 2.5; and

(V) the number of such children in excess of 35,514 in such population, multiplied by 3.0.

(2) STATES WITH AN EQUITY FACTOR GREATER THAN OR EQUAL TO.10 AND LESS THAN.20.—In States with an equity factor greater than or equal to .10 and less than .20, the weighted child counts referred to in subsection (d) shall be calculated as follows:

(A) WEIGHTS FOR ALLOCATIONS TO COUNTIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses county population data to calculate grants, the weighted child count used to determine a county's allocation under this section is the larger of the two amounts determined under clauses (ii) and (iii).

(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that county who constitute not more than 15.00 percent, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children who constitute more than 15.00 percent, but not more

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than 19.00 percent, of such population, multiplied by 1.5;

(III) the number of such children who constitute more than 19.00 percent, but not more than 24.20 percent, of such population, multiplied by 3.0;

(IV) the number of such children who constitute more than 24.20 percent, but not more than 29.20 percent, of such population, multiplied by 4.5; and

(V) the number of such children who constitute more than 29.20 percent of such population, multiplied by 6.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) who constitute not more than 2,311, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 2,312 and 7,913, inclusive, in such population, multiplied by 1.5;

(III) the number of such children between 7,914 and 23,917, inclusive, in such population, multiplied by 2.25;

(IV) the number of such children between 23,918 and 93,810, inclusive, in such population, multiplied by 3.375; and

(V) the number of such children in excess of 93,811 in such population, multiplied by 4.5.

(B) WEIGHTS FOR ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses local educational agency data, the weighted child count used to determine a local educational agency's grant under this section is the larger of the two amounts determined under clauses (ii) and (iii).

(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that local educational agency who constitute not more than 15.58 percent, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children who constitute more than 15.58 percent, but not more than 22.11 percent, of such population, multiplied by 1.5;

(III) the number of such children who constitute more than 22.11 percent, but not more than 30.16 percent, of such population, multiplied by 3.0;

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(IV) the number of such children who constitute more than 30.16 percent, but not more than 38.24 percent, of such population, multiplied by 4.5; and

(V) the number of such children who constitute more than 38.24 percent of such population, multiplied by 6.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) who constitute not more than 691, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 692 and 2,262, inclusive, in such population, multiplied by 1.5;

(III) the number of such children between 2,263 and 7,851, inclusive, in such population, multiplied by 2.25;

(IV) the number of such children between 7,852 and 35,514, inclusive, in such population, multiplied by 3.375; and

(V) the number of such children in excess of 35,514 in such population, multiplied by 4.5.

(3) STATES WITH AN EQUITY FACTOR GREATER THAN OR EQUAL TO.20.—In States with an equity factor greater than or equal to .20, the weighted child counts referred to in subsection (d) shall be calculated as follows:

(A) WEIGHTS FOR ALLOCATIONS TO COUNTIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses county population data to calculate grants, the weighted child count used to determine a county's allocation under this section is the larger of the two amounts determined under clauses (ii) and (iii).

(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that county who constitute not more than 15.00 percent, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children who constitute more than 15.00 percent, but not more than 19.00 percent, of such population, multiplied by 2.0;

(III) the number of such children who constitute more than 19.00 percent, but not more than 24.20 percent, of such population, multiplied by 4.0;

(IV) the number of such children who constitute more than 24.20 percent, but not more than 29.20 percent, of such population, multiplied by 6.0; and

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(V) the number of such children who constitute more than 29.20 percent of such population, multiplied by 8.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) who constitute not more than 2,311, inclusive, of the county's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 2,312 and 7,913, inclusive, in such population, multiplied by 2.0;

(III) the number of such children between 7,914 and 23,917, inclusive, in such population, multiplied by 3.0;

(IV) the number of such children between 23,918 and 93,810, inclusive, in such population, multiplied by 4.5; and

(V) the number of such children in excess of 93,811 in such population, multiplied by 6.0.

(B) WEIGHTS FOR ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—For each fiscal year for which the Secretary uses local educational agency data, the weighted child count used to determine a local educational agency's grant under this section is the larger of the two amounts determined under clauses (ii) and (iii).

(ii) BY PERCENTAGE OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) for that local educational agency who constitute not more than 15.58 percent, inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children who constitute more than 15.58 percent, but not more than 22.11 percent, of such population, multiplied by 2.0;

(III) the number of such children who constitute more than 22.11 percent, but not more than 30.16 percent, of such population, multiplied by 4.0;

(IV) the number of such children who constitute more than 30.16 percent, but not more than 38.24 percent, of such population, multiplied by 6.0; and

(V) the number of such children who constitute more than 38.24 percent of such population, multiplied by 8.0.

(iii) BY NUMBER OF CHILDREN.—The amount referred to in clause (i) is determined by adding—

(I) the number of children determined under section 1124(c) who constitute not more than 691,

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inclusive, of the agency's total population aged 5 to 17, inclusive, multiplied by 1.0;

(II) the number of such children between 692 and 2,262, inclusive, in such population, multiplied by 2.0;

(III) the number of such children between 2,263 and 7,851, inclusive, in such population, multiplied by 3.0;

(IV) the number of such children between 7,852 and 35,514, inclusive, in such population, multiplied by 4.5; and

(V) the number of such children in excess of 35,514 in such population, multiplied by 6.0.

(e) MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—A State is entitled to receive its full allotment of funds under this section for any fiscal year if the Secretary finds that the State's fiscal effort per student or the aggregate expenditures of the State with respect to the provision of free public education by the State for the preceding fiscal year was not less than 90 percent of the fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of paragraph (2).

(2) REDUCTION IN CASE OF FAILURE TO MEET.—

(A) IN GENERAL.—The Secretary shall reduce the amount of the allotment of funds under this section for any fiscal year in the exact proportion by which a State fails to meet the requirement of paragraph (1) by falling below 90 percent of both the fiscal effort per student and aggregate expenditures (using the measure most favorable to the State), if such State has also failed to meet such requirement (as determined using the measure most favorable to the State) for 1 or more of the 5 immediately preceding fiscal years.

(B) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under paragraph (1) for subsequent years.

(3) WAIVER.—The Secretary may waive the requirements of this subsection if the Secretary determines that a waiver would be equitable due to—

(A) exceptional or uncontrollable circumstances, such as a natural disaster or a change in the organizational structure of the State; or

(B) a precipitous decline in the financial resources of the State.

(f) ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS.—

(1) IN GENERAL.—If the sums available under this section for any fiscal year are insufficient to pay the full amounts that all local educational agencies in States are eligible to receive to carry out this section for such year, the Secretary shall ratably reduce the allocations to such local educational agencies, subject to paragraphs (2) and (3).

(2) ADDITIONAL FUNDS.—If additional funds become available for making payments under this section for such fiscal

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year, allocations that were reduced under paragraph (1) shall be increased on the same basis as they were reduced.

(3) HOLD-HARMLESS AMOUNTS.—For each fiscal year, if sufficient funds are available, the amount made available to each local educational agency under this section shall be—

(A) not less than 95 percent of the amount made available for the preceding fiscal year if the number of children counted for grants under section 1124 is not less than 30 percent of the total number of children aged 5 to 17 years, inclusive, in the local educational agency;

(B) not less than 90 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is between 15 percent and 30 percent; and

(C) not less than 85 percent of the amount made available for the preceding fiscal year if the percentage described in subparagraph (A) is below 15 percent.

(4) APPLICABILITY.—Notwithstanding any other provision of law, the Secretary shall not take into consideration the hold-harmless provisions of this subsection for any fiscal year for purposes of calculating State or local allocations for the fiscal year under any program administered by the Secretary other than a program authorized under this part.

SEC. 1126. [20 U.S.C. 6338] SPECIAL ALLOCATION PROCEDURES.

(a) ALLOCATIONS FOR NEGLECTED CHILDREN.—

(1) IN GENERAL.—If a State educational agency determines that a local educational agency in the State is unable or unwilling to provide for the special educational needs of children who are living in institutions for neglected children as described in section 1124(c)(1)(B), the State educational agency shall, if such agency assumes responsibility for the special educational needs of such children, receive the portion of such local educational agency's allocation under sections 1124, 1124A, 1125, and 1125A that is attributable to such children.

(2) SPECIAL RULE.—If the State educational agency does not assume such responsibility, any other State or local public agency that does assume such responsibility shall receive that portion of the local educational agency's allocation.

(b) ALLOCATIONS AMONG LOCAL EDUCATIONAL AGENCIES.—The State educational agency may allocate the amounts of grants under sections 1124, 1124A, 1125, and 1125A among the affected local educational agencies—

(1) if two or more local educational agencies serve, in whole or in part, the same geographical area;

(2) if a local educational agency provides free public education for children who reside in the school district of another local educational agency; or

(3) to reflect the merger, creation, or change of boundaries of one or more local educational agencies.

(c) REALLOCATION.—If a State educational agency determines that the amount of a grant a local educational agency would receive under sections 1124, 1124A, 1125, and 1125A is more than such local educational agency will use, the State educational agen-

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cy shall make the excess amount available to other local educational agencies in the State that need additional funds in accordance with criteria established by the State educational agency.

SEC. 1127. [20 U.S.C. 6339] CARRYOVER AND WAIVER.

(a) LIMITATION ON CARRYOVER.—Notwithstanding section 421(b) of the General Education Provisions Act or any other provision of law, not more than 15 percent of the funds allocated to a local educational agency for any fiscal year under this subpart (but not including funds received through any reallocation under this subpart) may remain available for obligation by such agency for one additional fiscal year.

(b) WAIVER.—A State educational agency may, once every 3 years, waive the percentage limitation in subsection (a) if—

(1) the agency determines that the request of a local educational agency is reasonable and necessary; or

(2) supplemental appropriations for this subpart become available.

(c) EXCLUSION.—The percentage limitation under subsection (a) shall not apply to any local educational agency that receives less than $50,000 under this subpart for any fiscal year.

PART B—STATE ASSESSMENT GRANTS

SEC. 1201. [20 U.S.C. 6361] GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES.

(a) GRANTS AUTHORIZED.—From amounts made available in accordance with section 1203, the Secretary shall make grants to State educational agencies to enable the States to carry out 1 or more of the following:

(1) To pay the costs of the development of the State assessments and standards adopted under section 1111(b), which may include the costs of working in voluntary partnerships with other States, at the sole discretion of each such State.

(2) If a State has developed the assessments adopted under section 1111(b), to administer those assessments or to carry out other assessment activities described in this part, such as the following:

(A) Ensuring the provision of appropriate accommodations available to English learners and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.

(B) Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under section 1111(b).

(C) Developing or improving assessments for English learners, including assessments of English language proficiency as required under section 1111(b)(2)(G) and academic assessments in languages other than English to meet the State's obligations under section 1111(b)(2)(F).

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(D) Ensuring the continued validity and reliability of State assessments.

(E) Refining State assessments to ensure their continued alignment with the challenging State academic standards and to improve the alignment of curricula and instructional materials.

(F) Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing or improving such assessments.

(G) At the discretion of the State, refining science assessments required under section 1111(b)(2) in order to integrate engineering design skills and practices into such assessments.

(H) Developing or improving models to measure and assess student progress or student growth on State assessments under section 1111(b)(2) and other assessments not required under section 1111(b)(2).

(I) Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in section 1111(b)(2)(D), and using the principles of universal design for learning.

(J) Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in section 1111(b)(2).

(K) Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.

(L) Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.

(M) Designing the report cards and reports under section 1111(h) in an easily accessible, user friendly-manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulation—

(i) does not reveal personally identifiable information about an individual student; and

(ii) is derived from existing State and local reporting requirements.

(b) RULE OF CONSTRUCTION.—Nothing in subsection (a)(2)(M) shall be construed as authorizing, requiring, or allowing any additional reporting requirements, data elements, or information to be reported to the Secretary unless such reporting, data, or information is explicitly authorized under this Act.

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(c) ANNUAL REPORT.—Each State educational agency receiving a grant under this section shall submit an annual report to the Secretary describing the State's activities under the grant and the result of such activities.

SEC. 1202. [20 U.S.C. 6362] STATE OPTION TO CONDUCT ASSESSMENT SYSTEM AUDIT.

(a) IN GENERAL.—From the amount reserved under section 1203(a)(3) for a fiscal year, the Secretary shall make grants to States to enable the States to—

(1) in the case of a grant awarded under this section to a State for the first time—

(A) audit State assessment systems and ensure that local educational agencies audit local assessments under subsection (e)(1);

(B) execute the State plan under subsection (e)(3)(D); and

(C) award subgrants under subsection (f); and

(2) in the case of a grant awarded under this section to a State that has previously received a grant under this section—

(A) execute the State plan under subsection (e)(3)(D); and

(B) award subgrants under subsection (f).

(b) MINIMUM AMOUNT.—Each State that receives a grant under this section shall receive an annual grant amount of not less than $1,500,000.

(c) REALLOCATION.—If a State chooses not to apply for a grant under this section, the Secretary shall reallocate such grant amount to other States in accordance with the formula described in section 1203(a)(4)(B).

(d) APPLICATION.—A State desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary shall require. The application shall include a description of—

(1) in the case of a State that is receiving a grant under this section for the first time—

(A) the audit the State will carry out under subsection (e)(1); and

(B) the stakeholder feedback the State will seek in designing such audit;

(2) in the case of a State that is not receiving a grant under this section for the first time, the plan described in subsection (e)(3)(D); and

(3) how the State will award subgrants to local educational agencies under subsection (f).

(e) AUDITS OF STATE ASSESSMENT SYSTEMS AND LOCAL ASSESSMENTS.—

(1) AUDIT REQUIREMENTS.—Not later than 1 year after the date a State receives an initial grant under this section, the State shall—

(A) conduct a State assessment system audit as described in paragraph (3);

(B) ensure that each local educational agency receiving funds under this section—

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(i) conducts an audit of local assessments administered by the local educational agency as described in paragraph (4); and

(ii) submits the results of such audit to the State; and

(C) report the results of each State and local educational agency audit conducted under subparagraphs (A) and (B), in a format that is widely accessible and publicly available.

(2) RESOURCES FOR LOCAL EDUCATIONAL AGENCIES.—In carrying out paragraph (1)(B), each State shall provide local educational agencies with resources, such as guidelines and protocols, to assist in conducting and reporting audit results.

(3) STATE ASSESSMENT SYSTEM DESCRIPTION.—Each State assessment system audit conducted under paragraph (1)(A) shall include—

(A) the schedule for the administration of all State assessments;

(B) for each State assessment—

(i) the purpose for which the assessment was designed and the purpose for which the assessment is used; and

(ii) the legal authority for the administration of the assessment;

(C) feedback on such system from stakeholders, which shall include information such as—

(i) how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction;

(ii) the timing of release of assessment data;

(iii) the extent to which assessment data is presented in an accessible and understandable format for all stakeholders;

(iv) the opportunities, resources, and training teachers, principals, other school leaders, and administrators are given to review assessment results and make effective use of assessment data;

(v) the distribution of technological resources and personnel necessary to administer assessments;

(vi) the amount of time teachers spend on assessment preparation and administration;

(vii) the assessments that administrators, teachers, principals, other school leaders, parents, and students, if appropriate, do and do not find useful; and

(viii) other information as appropriate; and

(D) a plan, based on the information gathered as a result of the activities described in subparagraphs (A), (B), and (C), to improve and streamline the State assessment system, including activities such as—

(i) eliminating any unnecessary assessments, which may include paying the cost associated with terminating procurement contracts;

(ii) supporting the dissemination of best practices from local educational agencies or other States that

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have successfully improved assessment quality and efficiency to improve teaching and learning; and

(iii) supporting local educational agencies or consortia of local educational agencies to carry out efforts to streamline local assessment systems and implement a regular process of review and evaluation of assessment use in local educational agencies.

(4) LOCAL ASSESSMENT DESCRIPTION.—An audit of local assessments conducted in accordance with paragraph (1)(B)(i) shall include the same information described in paragraph (3) that is required of a State audit, except that such information shall be included as applicable to the local educational agency and the local assessments.

(f) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—Each State shall reserve not less than 20 percent of the grant funds awarded to the State under this section to make subgrants to local educational agencies in the State or consortia of such local educational agencies, based on demonstrated need in the agency's or consortium's application, to enable such agencies or consortia to improve assessment quality and use, and alignment, including, if applicable, alignment to the challenging State academic standards.

(2) LOCAL EDUCATIONAL AGENCY APPLICATION.—Each local educational agency, or consortium of local educational agencies, seeking a subgrant under this subsection shall submit an application to the State at such time, in such manner, and containing such other information as determined necessary by the State. The application shall include a description of the agency's or consortium's needs relating to the improvement of assessment quality, use, and alignment.

(3) USE OF FUNDS.—A subgrant awarded under this subsection to a local educational agency or consortium of such agencies may be used to—

(A) conduct an audit of local assessments under subsection (e)(1)(B)(i);

(B) carry out the plan described in subsection (e)(3)(D) as it pertains to such agency or consortium;

(C) improve assessment delivery systems and schedules, including by increasing access to technology and assessment proctors, where appropriate;

(D) hire instructional coaches, or promote teachers who may receive increased compensation to serve as instructional coaches, to support teachers in the development of classroom-based assessments, interpreting assessment data, and designing instruction;

(E) provide for appropriate accommodations to maximize inclusion of children with disabilities and English learners participating in assessments; and

(F) improve the capacity of teachers, principals, and other school leaders to disseminate assessment data in an accessible and understandable format for parents and families, including for children with disabilities and English learners.

(g) DEFINITIONS.—In this section:

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(1) LOCAL ASSESSMENT.—The term "local assessment" means an academic assessment selected and carried out by a local educational agency that is separate from an assessment required under section 1111(b)(2).

(2) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1203. [20 U.S.C. 6363] ALLOTMENT OF APPROPRIATED FUNDS.

(a) AMOUNTS EQUAL TO OR LESS THAN TRIGGER AMOUNT.—From amounts made available for each fiscal year under subsection 1002(b) that are equal to or less than the amount described in section 1111(b)(2)(I), the Secretary shall—

(1) reserve one-half of 1 percent for the Bureau of Indian Education;

(2) reserve one-half of 1 percent for the outlying areas;

(3) reserve not more than 20 percent to carry out section 1202; and

(4) from the remainder, carry out section 1201 by allocating to each State an amount equal to—

(A) $3,000,000, except for a fiscal year for which the amounts available are insufficient to allocate such amount to each State, the Secretary shall ratably reduce such amount for each State; and

(B) with respect to any amounts remaining after the allocation under subparagraph (A), an amount that bears the same relationship to such total remaining amounts as the number of students aged 5 through 17 in the State (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

(b) AMOUNTS ABOVE TRIGGER AMOUNT.—For any fiscal year for which the amount made available for a fiscal year under subsection 1002(b) exceeds the amount described in section 1111(b)(2)(I), the Secretary shall make such excess amount available as follows:

(1) COMPETITIVE GRANTS.—

(A) IN GENERAL.—The Secretary shall first use such funds to award grants, on a competitive basis, to State educational agencies or consortia of State educational agencies that have submitted applications described in subparagraph (B) to enable such States to carry out the activities described in subparagraphs (C), (H), (I), (J), (K), and (L) of section 1201(a)(2).

(B) APPLICATIONS.—A State, or a consortium of States, that desires a competitive grant under subparagraph (A) shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. The application shall demonstrate that the requirements of this section will be met for the uses of funds described under subparagraph (A).

(C) AMOUNT OF COMPETITIVE GRANTS.—In determining the amount of a grant under subparagraph (A), the Secretary shall ensure that a State or consortium's grant, as the case may be, shall include an amount that bears the

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same relationship to the total funds available to carry out this subsection for the fiscal year as the number of students aged 5 through 17 in the State, or, in the case of a consortium, in each State that comprises the consortium, (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

(2) ALLOTMENTS.—Any amounts remaining after the Secretary awards funds under paragraph (1) shall be allotted to each State, or consortium of States, that did not receive a grant under such paragraph, in an amount that bears the same relationship to the remaining amounts as the number of students aged 5 through 17 in the State, or, in the case of a consortium, in the States of the consortium, (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

(c) STATE DEFINED.—In this part, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(d) PROHIBITION.—In making funds available to States under this part, the Secretary shall comply with the prohibitions described in section 8529.

SEC. 1204. [20 U.S.C. 6364] INNOVATIVE ASSESSMENT AND ACCOUNTABILITY DEMONSTRATION AUTHORITY.

(a) INNOVATIVE ASSESSMENT SYSTEM DEFINED.—The term "innovative assessment system" means a system of assessments that may include—

(1) competency-based assessments, instructionally embedded assessments, interim assessments, cumulative year-end assessments, or performance-based assessments that combine into an annual summative determination for a student, which may be administered through computer adaptive assessments; and

(2) assessments that validate when students are ready to demonstrate mastery or proficiency and allow for differentiated student support based on individual learning needs.

(b) DEMONSTRATION AUTHORITY.—

(1) IN GENERAL.—The Secretary may provide a State educational agency, or a consortium of State educational agencies, in accordance with paragraph (3), with the authority to establish an innovative assessment system (referred to in this section as "demonstration authority").

(2) DEMONSTRATION PERIOD.—In accordance with the requirements described in subsection (e), each State educational agency, or consortium of State educational agencies, that submits an application under this section shall propose in its application the period of time over which the State educational agency or consortium desires to exercise the demonstration authority, except that such period shall not exceed 5 years.

(3) INITIAL DEMONSTRATION AUTHORITY AND EXPANSION.—During the first 3 years that the Secretary provides State educational agencies and consortia with demonstration authority (referred to in this section as the "initial demonstration pe-

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riod") the Secretary shall provide such demonstration authority to—

(A) a total number of not more than 7 participating State educational agencies, including those participating in consortia, that have applications approved under subsection (e); and

(B) consortia that include not more than 4 State educational agencies.

(c) PROGRESS REPORT.—

(1) IN GENERAL.—Not later than 180 days after the end of the initial demonstration period, and prior to providing additional State educational agencies with demonstration authority, the Director of the Institute of Education Sciences, in consultation with the Secretary, shall publish a report detailing the initial progress of innovative assessment systems carried out through demonstration authority under this section.

(2) CRITERIA.—The progress report under paragraph (1) shall be based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovative assessment system—

(i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;

(ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and

(iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e); and

(B) each State with demonstration authority has demonstrated that—

(i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and

(ii) of the total number of all students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

(3) USE OF REPORT.—Upon completion of the progress report, the Secretary shall provide a response to the findings of the progress report, including a description of how the findings of the report will be used—

(A) to support State educational agencies with demonstration authority through technical assistance; and

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(B) to inform the peer-review process described in subsection (f) for advising the Secretary on the awarding of the demonstration authority to the additional State educational agencies described in subsection (d).

(4) PUBLICLY AVAILABLE.—The Secretary shall make the progress report under this subsection and the response described in paragraph (3) publicly available on the website of the Department.

(5) PROHIBITION.—The Secretary shall not require States that have demonstration authority to submit any information for the purposes of the progress report that is in addition to the information the State is already required to provide under subsection (e)(2)(B)(x).

(d) EXPANSION OF THE DEMONSTRATION AUTHORITY.—Upon completion and publication of the report described in subsection (c), the Secretary may grant demonstration authority to additional State educational agencies or consortia that submit an application under subsection (e). Such State educational agencies or consortia of State educational agencies shall be subject to all of the same terms, conditions, and requirements of this section.

(e) APPLICATION.—

(1) IN GENERAL.—A State educational agency, or consortium of State educational agencies, that desires to participate in the program of demonstration authority under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(2) CONTENTS.—Such application shall include a description of the innovative assessment system, the experience the applicant has in implementing any components of the innovative assessment system, and the timeline over which the State or consortium proposes to exercise the demonstration authority. In addition, the application shall include each of the following:

(A) A demonstration that the innovative assessment system will—

(i) meet all the requirements of section 1111(b)(2)(B), except the requirements of clauses (i) and (v) of such section;

(ii) be aligned to the challenging State academic standards and address the depth and breadth of such standards;

(iii) express student results or student competencies in terms consistent with the State's aligned academic achievement standards under section 1111(b)(1);

(iv) generate results that are valid and reliable, and comparable, for all students and for each subgroup of students described in section 1111(b)(2)(B)(xi), as compared to the results for such students on the State assessments under section 1111(b)(2);

(v) be developed in collaboration with—

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(I) stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children;

(II) teachers, principals, and other school leaders;

(III) local educational agencies;

(IV) parents; and

(V) civil rights organizations in the State;

(vi) be accessible to all students, such as by incorporating the principles of universal design for learning;

(vii) provide teachers, principals, other school leaders, students, and parents with timely data, disaggregated by each subgroup of students described in section 1111(b)(2)(B)(xi), to inform and improve instructional practice and student supports;

(viii) identify which students are not making progress toward the challenging State academic standards so that teachers can provide instructional support and targeted interventions to all students;

(ix) annually measure the progress of not less than the same percentage of all students and students in each of the subgroups of students, as defined in section 1111(c)(2), who are enrolled in schools that are participating in the innovative assessment system and are required to take such assessments, as measured under section 1111(c)(4)(E), as were assessed by schools administering the assessment under section 1111(b)(2);

(x) generate an annual, summative achievement determination, based on the aligned State academic achievement standards under section 1111(b)(1) and based on annual data, for each individual student; and

(xi) allow the State educational agency to validly and reliably aggregate data from the innovative assessment system for purposes of—

(I) accountability, consistent with the requirements of section 1111(c); and

(II) reporting, consistent with the requirements of section 1111(h).

(B) A description of how the State educational agency will—

(i) continue use of the statewide academic assessments required under section 1111(b)(2) if such assessments will be used for accountability purposes for the duration of the demonstration authority period;

(ii) identify the distinct purposes for each assessment that is part of the innovative assessment system;

(iii) provide support and training to local educational agency and school staff to implement the innovative assessment system described in this subsection;

(iv) inform parents of students in participating local educational agencies about the innovative assess-

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ment system at the beginning of each school year during which the innovative assessment system will be implemented;

(v) engage and support teachers in developing and scoring assessments that are part of the innovative assessment system, including through the use of high-quality professional development, standardized and calibrated scoring rubrics, and other strategies, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability;

(vi) acclimate students to the innovative assessment system;

(vii) ensure that students with the most significant cognitive disabilities may be assessed with alternate assessments consistent with section 1111(b)(2)(D);

(viii) if the State is proposing to administer the innovative assessment system initially in a subset of local educational agencies, scale up the innovative assessment system to administer such system statewide, or with additional local educational agencies, in the State's proposed demonstration authority period;

(ix) gather data, solicit regular feedback from teachers, principals, other school leaders, and parents, and assess the results of each year of the program of demonstration authority under this section, and respond by making needed changes to the innovative assessment system; and

(x) report data from the innovative assessment system annually to the Secretary, including—

(I) demographics of participating local educational agencies, if such system is not statewide, and additional local educational agencies if added to the system during the course of the State's demonstration authority period or 2-year extension, except that such data shall not reveal any personally identifiable information, including a description of how the inclusion of additional local educational agencies contributes to progress toward achieving high-quality and consistent implementation across demographically diverse local educational agencies throughout the demonstration authority period;

(II) the performance of all participating students, and for each subgroup of students defined in section 1111(c)(2), on the innovative assessment, consistent with the requirements in section 1111(h), except that such data shall not reveal any personally identifiable information;

(III) feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system; and

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(IV) if such system is not statewide, a description of the State's progress in scaling up the innovative assessment system to additional local educational agencies during the State's demonstration authority period, as described in clause (viii).

(C) A description of the State educational agency's plan to—

(i) ensure that all students and each of the subgroups of students defined in section 1111(c)(2) participating in the innovative assessment system receive the instructional support needed to meet State aligned academic achievement standards;

(ii) ensure that each local educational agency has the technological infrastructure to implement the innovative assessment system; and

(iii) hold all schools in the local educational agencies participating in the program of demonstration authority accountable for meeting the State's expectations for student achievement.

(D) If the innovative assessment system will initially be administered in a subset of local educational agencies—

(i) a description of the local educational agencies within the State educational agency that will participate, including what criteria the State has for approving any additional local educational agencies to participate during the demonstration authority period;

(ii) assurances from such local educational agencies that such agencies will comply with the requirements of this subsection;

(iii) a description of how the State will—

(I) ensure that the inclusion of additional local educational agencies contributes to progress toward achieving high-quality and consistent implementation across demographically diverse local educational agencies during the demonstration authority period; and

(II) ensure that the participating local educational agencies, as a group, will be demographically similar to the State as a whole by the end of the State's demonstration authority period; and

(iv) a description of the State educational agency's plan to hold all students and each of the subgroups of students, as defined in section 1111(c)(2), to the same high standard as other students in the State.

(f) PEER REVIEW.—The Secretary shall—

(1) implement a peer-review process to inform—

(A) the awarding of demonstration authority under this section and the approval to operate an innovative assessment system for the purposes of subsections (b)(2) and (c) of section 1111, as described in subsection (h); and

(B) determinations about whether an innovative assessment system—

(i) is comparable to the State assessments under section 1111(b)(2)(B)(v), valid, reliable, of high tech-

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nical quality, and consistent with relevant, nationally recognized professional and technical standards; and

(ii) provides an unbiased, rational, and consistent determination of progress toward the goals described under section 1111(c)(4)(A)(i) for all students;

(2) ensure that the peer-review team consists of practitioners and experts who are knowledgeable about the innovative assessment system being proposed for all participating students, including—

(A) individuals with past experience developing systems of assessment innovation that support all students, including English learners, children with disabilities, and disadvantaged students; and

(B) individuals with experience implementing innovative assessment and accountability systems;

(3) make publicly available the applications submitted under subsection (c) and the peer-review comments and recommendations regarding such applications;

(4) make a determination and inform the State regarding approval or disapproval of the application under subsection (c) not later than 90 days after receipt of the complete application;

(5) if the Secretary disapproves an application under paragraph (4), offer the State an opportunity to—

(A) revise and resubmit such application within 60 days of the disapproval determination; and

(B) submit additional evidence that the State's application meets the requirements of subsection (c); and

(6) make a determination regarding application approval or disapproval of a resubmitted application under paragraph (5) not later than 45 days after receipt of the resubmitted application.

(g) EXTENSION.—The Secretary may extend an authorization of demonstration authority under this section for an additional 2 years if the State educational agency demonstrates with evidence that the State educational agency's innovative assessment system is continuing to meet the requirements of subsection (c), including by demonstrating a plan for, and the capacity to, transition to statewide use of the innovative assessment system by the end of the 2-year extension period.

(h) USE OF INNOVATIVE ASSESSMENT SYSTEM.—A State may, during the State's approved demonstration authority period or 2-year extension, include results from the innovative assessment systems developed under this section in accountability determinations for each student in the participating local educational agencies instead of, or in addition to, results from the assessment system under section 1111(b)(2) if the State demonstrates that the State has met the requirements under subsection (c). The State shall continue to meet all other requirements of section 1111(c).

(i) WITHDRAWAL OF AUTHORITY.—The Secretary shall withdraw the authorization for demonstration authority provided to a State educational agency under this section and such State shall return to use of the statewide assessment system under section 1111(b)(2) for all local educational agencies in the State if, at any time during a State's approved demonstration authority period or 2-year exten-

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sion, the State educational agency cannot present to the Secretary evidence that the innovative assessment system developed under this section—

(1) meets the requirements under subsection (c);

(2) includes all students attending schools participating in the innovative assessment system in a State that has demonstration authority, including each of the subgroups of students, as defined under section 1111(c)(2);

(3) provides an unbiased, rational, and consistent determination of progress toward the goals described under section 1111(c)(4)(A)(i) for all students, which are comparable to measures of academic achievement under section 1111(c)(4)(B)(i) across the State in which the local educational agencies are located;

(4) presents a high-quality plan to transition to full statewide use of the innovative assessment system by the end of the State's approved demonstration authority period or 2-year extension, if the innovative assessment system will initially be administered in a subset of local educational agencies; and

(5) demonstrates comparability to the statewide assessments under section 1111(b)(2) in content coverage, difficulty, and quality.

(j) TRANSITION.—

(1) IN GENERAL.—

(A) OPERATION OF INNOVATIVE ASSESSMENT SYSTEM.—If, after a State's approved demonstration authority period or 2-year extension, the State educational agency has met all the requirements of this section, including having scaled the innovative assessment system up to statewide use, and demonstrated that such system is of high quality, as described in subparagraph (B), the State shall be permitted to operate the innovative assessment system approved under the program of demonstration authority under this section for the purposes of subsections (b)(2) and (c) of section 1111.

(B) HIGH QUALITY.—Such system shall be considered of high quality if the Secretary, through the peer-review process described in section 1111(a)(4), determines that—

(i) the innovative assessment system meets all of the requirements of this section;

(ii) the State has examined the effects of the system on other measures of student success, including indicators in the accountability system under section 1111(c)(4)(B);

(iii) the innovative assessment system provides coherent and timely information about student achievement based on the challenging State academic standards, including objective measurement of academic achievement, knowledge, and skills that are valid, reliable, and consistent with relevant, nationally-recognized professional and technical standards;

(iv) the State has solicited feedback from teachers, principals, other school leaders, and parents about

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their satisfaction with the innovative assessment system; and

(v) the State has demonstrated that the same innovative assessment system was used to measure—

(I) the achievement of all students that participated in such innovative assessment system; and

(II) not less than the percentage of such students overall and in each of the subgroups of students, as defined in section 1111(c)(2), as measured under section 1111(c)(4)(E), as were assessed under the assessment required by section 1111(b)(2).

(2) BASELINE.—For the purposes of the evaluation described in paragraph (1), the baseline year shall be considered the first year that each local educational agency in the State used the innovative assessment system.

(3) WAIVER AUTHORITY.—A State may request, and the Secretary shall review such request and may grant, a delay of the withdrawal of authority under subsection (i) for the purpose of providing the State with the time necessary to implement the innovative assessment system statewide, if, at the conclusion of the State's approved demonstration authority period and 2-year extension—

(A) the State has met all of the requirements of this section, except transition to full statewide use of the innovative assessment system; and

(B) the State continues to comply with the other requirements of this section, and demonstrates a high-quality plan for transition to statewide use of the innovative assessment system in a reasonable period of time.

(k) AVAILABLE FUNDS.—A State may use funds available under section 1201 to carry out this section.

(l) CONSORTIUM.—A consortium of States may apply to participate in the program of demonstration authority under this section, and the Secretary may provide each State member of such consortium with such authority if each such State member meets all of the requirements of this section. Such consortium shall be subject to the limitation described in subsection (b)(3)(B) during the initial 3 years of the demonstration authority.

(m) DISSEMINATION OF BEST PRACTICES.—

(1) IN GENERAL.—Following the publication of the progress report described in subsection (c), the Director of the Institute of Education Sciences, in consultation with the Secretary, shall collect and disseminate the best practices on the development and implementation of innovative assessment systems that meet the requirements of this section, including best practices regarding the development of—

(A) summative assessments that—

(i) meet the requirements of section 1111(b)(2)(B);

(ii) are comparable with statewide assessments under section 1111(b)(2); and

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(iii) include assessment tasks that determine proficiency or mastery of State-approved competencies aligned to challenging State academic standards;

(B) effective supports for local educational agencies and school staff to implement innovative assessment systems;

(C) effective engagement and support of teachers in developing and scoring assessments and the use of high-quality professional development;

(D) effective supports for all students, particularly each of the subgroups of students, as defined in section 1111(c)(2), participating in the innovative assessment system; and

(E) standardized and calibrated scoring rubrics, and other strategies, to ensure inter-rater reliability and comparability of determinations of mastery or proficiency across local educational agencies and the State.

(2) PUBLICATION.—The Secretary shall make the information described in paragraph (1) available on the website of the Department and shall publish an update to the information not less often than once every 3 years.

PART C—EDUCATION OF MIGRATORY CHILDREN

SEC. 1301. [20 U.S.C. 6391] PROGRAM PURPOSES.

The purposes of this part are as follows:

(1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.

(2) To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.

(3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.

(4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

(5) To help migratory children benefit from State and local systemic reforms.

SEC. 1302. [20 U.S.C. 6392] PROGRAM AUTHORIZED.

In order to carry out the purpose of this part, the Secretary shall make grants to State educational agencies, or combinations of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this part.

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SEC. 1303. [20 U.S.C. 6393] STATE ALLOCATIONS.

(a) STATE ALLOCATIONS.—Except as provided in subsection (c), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part an amount equal to the product of—

(1) the sum of—

(A) the average number of identified eligible migratory children aged 3 through 21 residing in the State, based on data for the preceding 3 years; and

(B) the number of identified eligible migratory children, aged 3 through 21, who received services under this part in summer or intersession programs provided by the State during the previous year; multiplied by

(2) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

(b) HOLD HARMLESS.—Notwithstanding subsection (a), for each of fiscal years 2017 through 2019, no State shall receive less than 90 percent of the State's allocation under this section for the preceding fiscal year.

(c) ALLOCATION TO PUERTO RICO.—

(1) IN GENERAL.—For each fiscal year, the grant that the Commonwealth of Puerto Rico shall be eligible to receive under this part shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1) if such subsection applied to the Commonwealth of Puerto Rico by the product of—

(A) the percentage that the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States, subject to paragraphs (2) and (3); and

(B) 32 percent of the average per-pupil expenditure in the United States.

(2) MINIMUM PERCENTAGE.—The percentage described in paragraph (1)(A) shall not be less than 85 percent.

(3) LIMITATION.—If the application of paragraph (2) for any fiscal year would result in any of the 50 States or the District of Columbia receiving less under this part than it received under this part for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of the percentage in paragraph (1)(A) for such fiscal year or the percentage used for the preceding fiscal year.

(d) RATABLE REDUCTIONS; REALLOCATIONS.—

(1) IN GENERAL.—

(A) RATABLE REDUCTIONS.—If, after the Secretary reserves funds under section 1308(c), the amount appropriated to carry out this part for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

(B) REALLOCATION.—If additional funds become available for making such payments for any fiscal year, the Sec-

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retary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purposes of this part.

(2) SPECIAL RULE.—

(A) FURTHER REDUCTIONS.—The Secretary shall further reduce the amount of any grant to a State under this part for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1304.

(B) REALLOCATION.—The Secretary shall reallocate such excess funds to other States whose grants under this part would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

(e) CONSORTIUM ARRANGEMENTS.—

(1) IN GENERAL.—In the case of a State that receives a grant of $1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

(2) PROPOSALS.—Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

(3) APPROVAL.—The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will—

(A) reduce administrative costs or program function costs for State programs; and

(B) make more funds available for direct services to add substantially to the academic achievement of children to be served under this part.

(f) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the identified number of migratory children residing in each State for purposes of this section, the Secretary shall—

(1) use the most recent information that most accurately reflects the actual number of migratory children;

(2) develop and implement a procedure for monitoring the accuracy of such information;

(3) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs;

(4) adjust the number of migratory children who reside in each State to take into account—

(A) the unique needs of those children participating in effective special programs provided under this part that operate during the summer and intersession periods; and

(B) the additional costs of operating such programs; and

(5) conduct an analysis of the options for adjusting the formula so as to better direct services to migratory children, including the most at-risk migratory children.

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(g) NONPARTICIPATING STATES.—In the case of a State desiring to receive an allocation under this part for a fiscal year that did not receive an allocation for the previous fiscal year or that has been participating for less than 3 consecutive years, the Secretary shall calculate the State's number of identified migratory children aged 3 through 21 for purposes of subsection (a)(1)(A) by using the most recent data available that identifies the migratory children residing in the State until data is available to calculate the 3-year average number of such children in accordance with such subsection.

SEC. 1304. [20 U.S.C. 6394] STATE APPLICATIONS; SERVICES.

(a) APPLICATION REQUIRED.—Any State desiring to receive a grant under this part for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

(b) PROGRAM INFORMATION.—Each such application shall include—

(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through—

(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under part A of title III;

(C) the integration of services available under this part with services provided by those other programs; and

(D) measurable program objectives and outcomes;

(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet;

(3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;

(4) a description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State;

(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs; and

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(6) a description of how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy.

(c) ASSURANCES.—Each such application shall also include assurances that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F;

(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school year in duration, and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;

(7) to the extent feasible, such programs and projects will provide for—

(A) advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs;

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(D) the integration of information technology into educational and related programs; and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(8) the State will assist the Secretary in determining the number of migratory children under section 1303(a)(1).

(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

(1) are failing, or most at risk of failing, to meet the challenging State academic standards; or

(2) have dropped out of school.

(e) CONTINUATION OF SERVICES.—Notwithstanding any other provision of this part—

(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

(2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and

(3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

SEC. 1305. [20 U.S.C. 6395] SECRETARIAL APPROVAL; PEER REVIEW.

The Secretary shall approve each State application that meets the requirements of this part, and may review any such application with the assistance and advice of State officials and other officials with relevant expertise.

SEC. 1306. [20 U.S.C. 6396] COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(a) COMPREHENSIVE PLAN.—

(1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 8302, if—

(i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

(C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

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(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs.

(2) DURATION OF THE PLAN.—Each such comprehensive State plan shall—

(A) remain in effect for the duration of the State's participation under this part; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

(b) AUTHORIZED ACTIVITIES.—

(1) FLEXIBILITY.—In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, retains the flexibility to determine the activities to be provided with funds made available under this part, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

(2) UNADDRESSED NEEDS.—Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).

(3) CONSTRUCTION.—Nothing in this part shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.

(4) SPECIAL RULE.—Notwithstanding section 1114, a school that receives funds under this part shall continue to address the identified needs described in paragraph (1), and shall meet the unique educational needs of migratory children before using funds under this part for schoolwide programs under section 1114.

SEC. 1307. [20 U.S.C. 6397] BYPASS.

The Secretary may use all or part of any State's allocation under this part to make arrangements with any public or private agency to carry out the purpose of this part in such State if the Secretary determines that—

(1) the State is unable or unwilling to conduct educational programs for migratory children;

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(2) such arrangements would result in more efficient and economic administration of such programs; or

(3) such arrangements would add substantially to the educational achievement of such children.

SEC. 1308. [20 U.S.C. 6398] COORDINATION OF MIGRANT EDUCATION ACTIVITIES.

(a) IMPROVEMENT OF COORDINATION.—

(1) IN GENERAL.—The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private entities to improve the interstate and intrastate coordination among such agencies' educational programs, including through the establishment or improvement of programs for credit accrual and exchange, available to migratory children.

(2) DURATION.—Grants under this subsection may be awarded for not more than 5 years.

(b) STUDENT RECORDS.—

(1) ASSISTANCE.—The Secretary shall assist States in the electronic transfer of student records and in determining the number of migratory children in each State.

(2) INFORMATION SYSTEM.—

(A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students eligible under this part. The Secretary shall ensure that such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of the enactment of the Every Student Succeeds Act. Such information may include—

(i) immunization records and other health information;

(ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments under section 1111(b)(2);

(iii) other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and

(iv) eligibility for services under the Individuals with Disabilities Education Act.

(B) CONSULTATION.—The Secretary shall maintain ongoing consultation with the States, local educational agencies, and other migratory student service providers on—

(i) the effectiveness of the system described in subparagraph (A); and

(ii) the ongoing improvement of such system.

(C) NOTICE AND COMMENT.—After consulting with the States under subparagraph (A), the Secretary shall publish a notice in the Federal Register seeking public comment on any new proposed data elements that each State receiving funds under this part shall be required to collect for purposes of electronic transfer of migratory student informa-

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tion and the requirements that States shall meet for immediate electronic access to such information.

(3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this part shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

(c) AVAILABILITY OF FUNDS.—For the purpose of carrying out this section in any fiscal year, the Secretary shall reserve not more than $10,000,000 of the amount appropriated to carry out this part for such year.

(d) INCENTIVE GRANTS.—From the amounts made available to carry out this section for any fiscal year, the Secretary may reserve not more than $3,000,000 to award grants of not more than $250,000 on a competitive basis to State educational agencies that propose a consortium arrangement with another State or other appropriate entity that the Secretary determines, pursuant to criteria that the Secretary shall establish, will improve the delivery of services to migratory children whose education is interrupted.

(e) DATA COLLECTION.—The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

SEC. 1309. [20 U.S.C. 6399] DEFINITIONS.

As used in this part:

(1) LOCAL OPERATING AGENCY.—The term "local operating agency" means—

(A) a local educational agency to which a State educational agency makes a subgrant under this part;

(B) a public or private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this part; or

(C) a State educational agency, if the State educational agency operates the State's migrant education program or projects directly.

(2) MIGRATORY AGRICULTURAL WORKER.—The term "migratory agricultural worker" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

(3) MIGRATORY CHILD.—The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months—

(A) as a migratory agricultural worker or a migratory fisher; or

(B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

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(4) MIGRATORY FISHER.—The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

(5) QUALIFYING MOVE.—The term "qualifying move" means a move due to economic necessity—

(A) from one residence to another residence; and

(B) from one school district to another school district, except—

(i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

(ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

SEC. 1401. [20 U.S.C. 6421] PURPOSE AND PROGRAM AUTHORIZATION.

(a) PURPOSE.—It is the purpose of this part—

(1) to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

(b) PROGRAM AUTHORIZED.—In order to carry out the purpose of this part and from amounts appropriated under section 1002(d), the Secretary shall make grants to State educational agencies to enable such agencies to award subgrants to State agencies and local educational agencies to establish or improve programs of education for neglected, delinquent, or at-risk children and youth.

SEC. 1402. [20 U.S.C. 6422] PAYMENTS FOR PROGRAMS UNDER THIS PART.

(a) AGENCY SUBGRANTS.—Based on the allocation amount computed under section 1412, the Secretary shall allocate to each State

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educational agency an amount necessary to make subgrants to State agencies under subpart 1.

(b) LOCAL SUBGRANTS.—Each State shall retain, for the purpose of carrying out subpart 2, funds generated throughout the State under part A of this title based on children and youth residing in local correctional facilities, or attending community day programs for delinquent children and youth.

Subpart 1—State Agency Programs

SEC. 1411. [20 U.S.C. 6431] ELIGIBILITY.

A State agency is eligible for assistance under this subpart if such State agency is responsible for providing free public education for children and youth—

(1) in institutions for neglected or delinquent children and youth;

(2) attending community day programs for neglected or delinquent children and youth; or

(3) in adult correctional institutions.

SEC. 1412. [20 U.S.C. 6432] ALLOCATION OF FUNDS.

(a) SUBGRANTS TO STATE AGENCIES.—

(1) IN GENERAL.—Each State agency described in section 1411 (other than an agency in the Commonwealth of Puerto Rico) is eligible to receive a subgrant under this subpart, for each fiscal year, in an amount equal to the product of—

(A) the number of neglected or delinquent children and youth described in section 1411 who—

(i) are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and

(ii) are enrolled for at least 20 hours per week—

(I) in education programs in institutions for neglected or delinquent children and youth; or

(II) in community day programs for neglected or delinquent children and youth; and

(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this subparagraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

(2) SPECIAL RULE.—The number of neglected or delinquent children and youth determined under paragraph (1) shall—

(A) be determined by the State agency by a deadline set by the Secretary, except that no State agency shall be required to determine the number of such children and youth on a specific date set by the Secretary; and

(B) be adjusted, as the Secretary determines is appropriate, to reflect the relative length of such agency's annual programs.

(b) SUBGRANTS TO STATE AGENCIES IN PUERTO RICO.—

(1) IN GENERAL.—For each fiscal year, the amount of the subgrant which a State agency in the Commonwealth of Puerto Rico shall be eligible to receive under this subpart shall be the

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amount determined by multiplying the number of children counted under subsection (a)(1)(A) for the Commonwealth of Puerto Rico by the product of—

(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

(B) 32 percent of the average per-pupil expenditure in the United States.

(2) MINIMUM PERCENTAGE.—The percentage in paragraph (1)(A) shall not be less than 85 percent.

(3) LIMITATION.—If the application of paragraph (2) would result in any of the 50 States or the District of Columbia receiving less under this subpart than it received under this subpart for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of—

(A) the percentage in paragraph (1)(A) for such fiscal year; or

(B) the percentage used for the preceding fiscal year.

(c) RATABLE REDUCTIONS IN CASE OF INSUFFICIENT APPROPRIATIONS.—If the amount appropriated for any fiscal year for subgrants under subsections (a) and (b) is insufficient to pay the full amount for which all State agencies are eligible under such subsections, the Secretary shall ratably reduce each such amount.

SEC. 1413. [20 U.S.C. 6433] STATE REALLOCATION OF FUNDS.

If a State educational agency determines that a State agency does not need the full amount of the subgrant for which such State agency is eligible under this subpart for any fiscal year, the State educational agency may reallocate the amount that will not be needed to other eligible State agencies that need additional funds to carry out the purpose of this part, in such amounts as the State educational agency shall determine.

SEC. 1414. [20 U.S.C. 6434] STATE PLAN AND STATE AGENCY APPLICATIONS.

(a) STATE PLAN.—

(1) IN GENERAL.—Each State educational agency that desires to receive a grant under this subpart shall submit, for approval by the Secretary, a plan—

(A) for meeting the educational needs of neglected, delinquent, and at-risk children and youth;

(B) for assisting in the transition of children and youth between correctional facilities and locally operated programs; and

(C) that is integrated with other programs under this Act or other Acts, as appropriate.

(2) CONTENTS.—Each such State plan shall—

(A) describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program;

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(B) provide that, to the extent feasible, such children will have the same opportunities to achieve as such children would have if such children were in the schools of local educational agencies in the State;

(C) describe how the State will place a priority for such children to attain a regular high school diploma, to the extent feasible;

(D) contain an assurance that the State educational agency will—

(i) ensure that programs assisted under this subpart will be carried out in accordance with the State plan described in this subsection; and

(ii) ensure that the State agencies receiving subgrants under this subpart comply with all applicable statutory and regulatory requirements; and

(E) provide assurances that the State educational agency has established—

(i) procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program that best meets the needs of the student, including the transfer of credits that such student earns during placement; and

(ii) opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming.

(3) DURATION OF THE PLAN.—Each such State plan shall—

(A) remain in effect for the duration of the State's participation under this part; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

(b) SECRETARIAL APPROVAL AND PEER REVIEW.—

(1) SECRETARIAL APPROVAL.—The Secretary shall approve each State plan that meets the requirements of this subpart.

(2) PEER REVIEW.—The Secretary may review any State plan with the assistance and advice of individuals with relevant expertise.

(c) STATE AGENCY APPLICATIONS.—Any State agency that desires to receive funds to carry out a program under this subpart shall submit an application to the State educational agency that—

(1) describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart and, to the extent practicable, provide for such assessment upon entry into a correctional facility;

(2) provide an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;

(3) describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency;

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(4) describes how the program will meet the goals and objectives of the State plan;

(5) describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality;

(6) describes how the State agency will use the results of the most recent evaluation under section 8601 will be used to plan and improve the program;

(7) includes data showing that the State agency has maintained the fiscal effort required of a local educational agency, in accordance with section 8521;

(8) describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under title I of the Workforce Innovation and Opportunity Act, career and technical education programs, State and local dropout prevention programs, and special education programs;

(9) describes how the State agency will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program in order to facilitate the transition of such children and youth between the correctional facility and the local educational agency or alternative education program;

(10) describes how appropriate professional development will be provided to teachers and other staff;

(11) designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth between such facility or institution and locally operated programs;

(12) describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth;

(13) provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;

(14) provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities;

(15) provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth—

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(A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and

(B) intends to return to the local school;

(16) provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school and attain a regular high school diploma once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or attain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school;

(17) provides an assurance that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;

(18) describes any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants;

(19) provides an assurance that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable; and

(20) describes how the State agency will, to the extent feasible—

(A) note when a youth has come into contact with both the child welfare and juvenile justice systems; and

(B) deliver services and interventions designed to keep such youth in school that are evidence-based (to the extent a State determines that such evidence is reasonably available).

SEC. 1415. [20 U.S.C. 6435] USE OF FUNDS.

(a) USES.—

(1) IN GENERAL.—A State agency shall use funds received under this subpart only for programs and projects that—

(A) are consistent with the State plan under section 1414(a); and

(B) concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment.

(2) PROGRAMS AND PROJECTS.—Such programs and projects—

(A) may include—

(i) the acquisition of equipment;

(ii) pay-for-success initiatives; or

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(iii) providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system;

(B) shall be designed to support educational services that—

(i) except for institution-wide projects under section 1416, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the challenging State academic standards;

(ii) respond to the educational needs of such children and youth, including by supplementing and improving the quality of the educational services provided to such children and youth by the State agency; and

(iii) afford such children and youth an opportunity to meet challenging State academic standards; and

(C) shall be carried out in a manner consistent with section 1118 and part F (as applied to programs and projects under this part).

(b) SUPPLEMENT, NOT SUPPLANT.—A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

SEC. 1416. [20 U.S.C. 6436] INSTITUTION-WIDE PROJECTS.

A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that—

(1) provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;

(2) provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;

(3) describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;

(4) describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and

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youth described in paragraph (1), and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the State agency operating the institution or program and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the State agency;

(5) specifically describes how such funds will be used;

(6) describes the measures and procedures that will be used to assess and improve student achievement;

(7) describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and

(8) includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

SEC. 1417. [20 U.S.C. 6437] THREE-YEAR PROGRAMS OR PROJECTS.

If a State agency operates a program or project under this subpart in which individual children or youth are likely to participate for more than 1 year, the State educational agency may approve the State agency's application for a subgrant under this subpart for a period of not more than 3 years.

SEC. 1418. [20 U.S.C. 6438] TRANSITION SERVICES.

(a) TRANSITION SERVICES.—Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support—

(1) projects that facilitate the transition of children and youth between State-operated institutions, or institutions in the State operated by the Secretary of the Interior, and schools served by local educational agencies or schools operated or funded by the Bureau of Indian Education; or

(2) the successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as—

(A) preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;

(B) worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and

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(C) essential support services to ensure the success of the youth, such as—

(i) personal, career and technical, and academic, counseling;

(ii) placement services designed to place the youth in a university, college, or junior college program;

(iii) information concerning, and assistance in obtaining, available student financial aid;

(iv) counseling services; and

(v) job placement services.

(b) CONDUCT OF PROJECTS.—A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private nonprofit organizations.

(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a school that receives funds under subsection (a) from serving neglected and delinquent children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

SEC. 1419. [20 U.S.C. 6439] TECHNICAL ASSISTANCE.

The Secretary may reserve not more than 2.5 percent of the amount made available to carry out this subpart for a fiscal year to provide technical assistance to and support the capacity building of State agency programs assisted under this subpart.

Subpart 2—Local Agency Programs

SEC. 1421. [20 U.S.C. 6451] PURPOSE.

The purpose of this subpart is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities—

(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;

(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and

(3) to operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

SEC. 1422. [20 U.S.C. 6452] PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES.

(a) LOCAL SUBGRANTS.—With funds made available under section 1402(b), the State educational agency shall award subgrants to local educational agencies with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

(b) SPECIAL RULE.—A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for children and youth returning from such school to a school that is not operated by a correctional agency but

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served by such local educational agency, if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.

(c) NOTIFICATION.—A State educational agency shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this subpart.

(d) TRANSITIONAL AND ACADEMIC SERVICES.—Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting such transitional and academic needs of the students returning from correctional facilities.

SEC. 1423. [20 U.S.C. 6453] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include—

(1) a description of the program to be assisted;

(2) a description of formal agreements, regarding the program to be assisted, between—

(A) the local educational agency; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes;

(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

(4) a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

(5) a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and out-

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reach programs, referrals to community resources, and scheduling flexibility;

(7) as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students;

(8) as appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth;

(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

SEC. 1424. [20 U.S.C. 6454] USES OF FUNDS.

(a) IN GENERAL.—Funds provided to local educational agencies under this subpart may be used, as appropriate, for—

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, cur-

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riculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;

(5) programs providing mentoring and peer mediation;

(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and

(7) pay for success initiatives.

(b) CONTRACTS AND GRANTS.—A local educational agency may use a subgrant received under this subpart to carry out the activities described under paragraphs (1) through (7) of subsection (a) directly or through subgrants, contracts, or cooperative agreements.

SEC. 1425. [20 U.S.C. 6455] PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall—

(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

(6) ensure that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards;

(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available

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under title I of the Workforce Innovation and Opportunity Act, and career and technical education funds;

(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

(12) upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

(13) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

SEC. 1426. [20 U.S.C. 6456] ACCOUNTABILITY.

The State educational agency may—

(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and

(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after such children and youth are released.

Subpart 3—General Provisions

SEC. 1431. [20 U.S.C. 6471] PROGRAM EVALUATIONS.

(a) SCOPE OF EVALUATION.—Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy,, not less than once every 3 years, to determine the program's impact on the ability of participants—

(1) to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;

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(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

(3) to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;

(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

(5) as appropriate, to participate in postsecondary education and job training programs.

(b) EXCEPTION.—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(c) EVALUATION MEASURES.—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

(d) EVALUATION RESULTS.—Each State agency and local educational agency shall—

(1) submit evaluation results to the State educational agency and the Secretary; and

(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

SEC. 1432. [20 U.S.C. 6472] DEFINITIONS.

In this part:

(1) ADULT CORRECTIONAL INSTITUTION.—The term "adult correctional institution" means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

(2) AT-RISK.—The term "at-risk", when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

(3) COMMUNITY DAY PROGRAM.—The term "community day program" means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

(4) INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH.—The term "institution for neglected or delinquent children and youth" means—

(A) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to

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abandonment, neglect, or death of their parents or guardians; or

(B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

PART E—FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING

SEC. 1501. [20 U.S.C. 6491] FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING.

(a) PURPOSE.—The purpose of the program under this section is to provide local educational agencies with flexibility to consolidate eligible Federal funds and State and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.

(b) AUTHORITY.—

(1) IN GENERAL.—The Secretary is authorized to enter into local flexibility demonstration agreements—

(A) for not more than 3 years with local educational agencies that are selected under subsection (c) and submit proposed agreements that meet the requirements of subsection (d); and

(B) under which such agencies may consolidate and use funds in accordance with subsection (d) in order to develop and implement a school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.

(2) FLEXIBILITY.—Except as described in subsection (d)(1)(I), the Secretary is authorized to waive, for local educational agencies entering into agreements under this section, any provision of this Act that would otherwise prevent such agency from using eligible Federal funds as part of such agreement.

(c) SELECTION OF LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—The Secretary may enter into local flexibility demonstration agreements with not more than 50 local educational agencies with an approved application under subsection (d).

(2) SELECTION.—Each local educational agency shall be selected based on such agency—

(A) submitting a proposed local flexibility demonstration agreement under subsection (d);

(B) demonstrating that the agreement meets the requirements of such subsection; and

(C) agreeing to meet the continued demonstration requirements under subsection (e).

(3) EXPANSION.—Beginning with the 2019–2020 academic year, the Secretary may extend funding flexibility authorized under this section to any local educational agency that submits and has approved an application under subsection (d), as long as a significant majority of the demonstration agreements with local educational agencies described in paragraph (1) meet the

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requirements of subsection (d)(2) and subsection (e)(1) as of the end of the 2018–2019 academic year.

(d) REQUIRED TERMS OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.—

(1) APPLICATION.—Each local educational agency that desires to participate in the program under this section shall submit, at such time and in such form as the Secretary may prescribe, an application to enter into a local flexibility demonstration agreement with the Secretary in order to develop and implement a school funding system based on weighted per-pupil allocations that meets the requirements of this section. The application shall include—

(A) a description of the school funding system based on weighted per-pupil allocations, including—

(i) the weights used to allocate funds within such system;

(ii) the local educational agency's legal authority to use State and local education funds consistent with this section;

(iii) how such system will meet the requirements of paragraph (2); and

(iv) how such system will support the academic achievement of students, including low-income students, the lowest-achieving students, English learners, and children with disabilities;

(B) a list of funding sources, including eligible Federal funds, the local educational agency will include in such system;

(C) a description of the amount and percentage of total local educational agency funding, including State and local education funds and eligible Federal funds, that will be allocated through such system;

(D) the per-pupil expenditures (which shall include actual personnel expenditures, including staff salary differentials for years of employment, and actual nonpersonnel expenditures) of State and local education funds for each school served by the agency for the preceding fiscal year;

(E) the per-pupil amount of eligible Federal funds each school served by the agency received in the preceding fiscal year, disaggregated by the programs supported by the eligible Federal funds;

(F) a description of how such system will ensure that any eligible Federal funds allocated through the system will meet the purposes of each Federal program supported by such funds, including serving students from low-income families, English learners, migratory children, and children who are neglected, delinquent, or at risk, as applicable;

(G) an assurance that the local educational agency developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), admin-

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istrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders;

(H) an assurance that the local educational agency will use fiscal control and sound accounting procedures that ensure proper disbursement of, and accounting for, eligible Federal funds consolidated and used under such system;

(I) an assurance that the local educational agency will continue to meet the requirements of sections 1117, 1118, and 8501; and

(J) an assurance that the local educational agency will meet the requirements of all applicable Federal civil rights laws in carrying out the agreement and in consolidating and using funds under the agreement.

(2) REQUIREMENTS OF THE SYSTEM.—

(A) IN GENERAL.—A local educational agency's school funding system based on weighted per-pupil allocations shall—

(i) except as allowed under clause (iv), allocate a significant portion of funds, including State and local education funds and eligible Federal funds, to the school level based on the number of students in a school and a formula developed by the agency under this section that determines per-pupil weighted amounts;

(ii) use weights or allocation amounts that allocate substantially more funding to English learners, students from low-income families, and students with any other characteristics associated with educational disadvantage chosen by the local educational agency, than to other students;

(iii) ensure that each high-poverty school receives, in the first year of the demonstration agreement—

(I) more per-pupil funding, including from Federal, State, and local sources, for low-income students than such funding received for low-income students in the year prior to entering into a demonstration agreement under this section; and

(II) at least as much per-pupil funding, including from Federal, State, and local sources, for English learners as such funding received for English learners in the year prior to entering into a demonstration agreement under this section;

(iv) be used to allocate to schools a significant percentage, which shall be a percentage agreed upon during the application process, of all the local educational agency's State and local education funds and eligible Federal funds; and

(v) include all school-level actual personnel expenditures for instructional staff (including staff salary differentials for years of employment) and actual nonpersonnel expenditures in the calculation of the local educational agency's State and local education

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funds and eligible Federal funds to be allocated under clause (i).

(B) PERCENTAGE.—In establishing the percentage described in subparagraph (A)(iv) for the system, the local educational agency shall demonstrate that the percentage—

(i) under such subparagraph is sufficient to carry out the purposes of the demonstration agreement under this section and to meet each of the requirements of this subsection; and

(ii) of State and local education funds and eligible Federal funds that are not allocated through the local educational agency's school funding system based on weighted per-pupil allocations, does not undermine or conflict with the requirements of the demonstration agreement under this section.

(C) EXPENDITURES.—After allocating funds through the system, the local educational agency shall charge schools for the per-pupil expenditures of State and local education funds and eligible Federal funds, including actual personnel expenditures (including staff salary differentials for years of employment) for instructional staff and actual nonpersonnel expenditures.

(e) CONTINUED DEMONSTRATION.—Each local educational agency with an approved application under subsection (d) shall annually—

(1) demonstrate to the Secretary that, as compared to the previous year, no high-poverty school served by the agency received—

(A) less per-pupil funding, including from Federal, State, and local sources, for low-income students; or

(B) less per-pupil funding, including from Federal, State, and local sources, for English learners;

(2) make public and report to the Secretary the per-pupil expenditures (including actual personnel expenditures that include staff salary differentials for years of employment, and actual non-personnel expenditures) of State and local education funds and eligible Federal funds for each school served by the agency, disaggregated by each quartile of students attending the school based on student level of poverty and by each major racial or ethnic group in the school, for the preceding fiscal year;

(3) make public the total number of students enrolled in each school served by the agency and the number of students enrolled in each such school disaggregated by each of the subgroups of students, as defined in section 1111(c)(2); and

(4) notwithstanding paragraph (1), (2), or (3), ensure that any information to be reported or made public under this subsection is only reported or made public if such information does not reveal personally identifiable information.

(f) LIMITATIONS ON ADMINISTRATIVE EXPENDITURES.—Each local educational agency that has entered into a local flexibility demonstration agreement with the Secretary under this section may use, for administrative purposes, an amount of eligible Federal

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funds that is not more than the percentage of funds allowed for such purposes under any of the following:

(1) This title.
(2) Title II.
(3) Title III.
(4) Part A of title IV.
(5) Part B of title V.

(g) PEER REVIEW.—The Secretary may establish a peer-review process to assist in the review of a proposed local flexibility demonstration agreement.

(h) NONCOMPLIANCE.—The Secretary may, after providing notice and an opportunity for a hearing (including the opportunity to provide supporting evidence as provided for in subsection (i)), terminate a local flexibility demonstration agreement under this section if there is evidence that the local educational agency has failed to comply with the terms of the agreement and the requirements under subsections (d) and (e).

(i) EVIDENCE.—If a local educational agency believes that the Secretary's determination under subsection (h) is in error for statistical or other substantive reasons, the local educational agency may provide supporting evidence to the Secretary, and the Secretary shall consider that evidence before making a final determination.

(j) PROGRAM EVALUATION.—From the amount reserved for evaluation activities under section 8601, the Secretary, acting through the Director of the Institute of Education Sciences, shall, in consultation with the relevant program office at the Department, evaluate—

(1) the implementation of the local flexibility demonstration agreements under this section; and

(2) the impact of such agreements on improving the equitable distribution of State and local funding and increasing student achievement.

(k) RENEWAL OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.—The Secretary may renew for additional 3-year terms a local flexibility demonstration agreement under this section if—

(1) the local educational agency has met the requirements under subsections (d)(2) and (e) and agrees to, and has a high likelihood of, continuing to meet such requirements; and

(2) the Secretary determines that renewing the local flexibility demonstration agreement is in the interest of students served under this title and title III.

(l) DEFINITIONS.—In this section:

(1) ELIGIBLE FEDERAL FUNDS.—The term "eligible Federal funds" means funds received by a local educational agency under—

(A) this title;
(B) title II;
(C) title III;
(D) part A of title IV; and
(E) part B of title V.

(2) HIGH-POVERTY SCHOOL.—The term "high-poverty school" means a school that is in the highest 2 quartiles of schools served by a local educational agency, based on the percentage of enrolled students from low-income families.

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PART F—GENERAL PROVISIONS

SEC. 1601. [20 U.S.C. 6571] FEDERAL REGULATIONS.

(a) IN GENERAL.—The Secretary may issue, in accordance with subsections (b) through (d) and subject to section 1111(e), such regulations as are necessary to reasonably ensure that there is compliance with this title.

(b) NEGOTIATED RULEMAKING PROCESS.—

(1) IN GENERAL.—Before publishing in the Federal Register proposed regulations to carry out this title, the Secretary shall obtain the advice and recommendations of representatives of Federal, State, and local administrators, parents, teachers, principals, other school leaders (including charter school leaders), paraprofessionals, and members of local school boards and other organizations involved with the implementation and operation of programs under this title.

(2) MEETINGS AND ELECTRONIC EXCHANGE.—Such advice and recommendations may be obtained through such mechanisms as regional meetings and electronic exchanges of information. Such regional meetings and electronic exchanges of information shall be public and notice of such meetings and exchanges shall be provided to interested stakeholders.

(3) PROPOSED REGULATIONS.—After obtaining such advice and recommendations, and before publishing proposed regulations, the Secretary shall—

(A) establish a negotiated rulemaking process on, at a minimum, standards, assessments under section 1111(b)(2), and the requirement under section 1118 that funds under part A be used to supplement, and not supplant, State and local funds;

(B) select individuals to participate in such process from among individuals or groups that provided advice and recommendations, including representation from all geographic regions of the United States, in such numbers as will provide an equitable balance between representatives of parents and students and representatives of educators and education officials; and

(C) prepare a draft of proposed policy options that shall be provided to the individuals selected by the Secretary under subparagraph (B) not less than 15 days before the first meeting under such process.

(4) PROCESS.—Such process—

(A) shall not be subject to the Federal Advisory Committee Act (5 U.S.C. App.); and

(B) shall, unless otherwise provided as described in subsection (c), follow the provisions of subchapter III of chapter 5 of title V, United States Code (commonly known as the "Negotiated Rulemaking Act of 1990").

(c) ALTERNATIVE PROCESS FOR CERTAIN EXCEPTIONS.—If consensus, as defined in section 562 of title 5, United States Code, on any proposed regulation is not reached by the individuals selected under subsection (b)(3)(B) for the negotiated rulemaking process, or if the Secretary determines that a negotiated rulemaking process

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is unnecessary, the Secretary may propose a regulation in the following manner:

(1) NOTICE TO CONGRESS.—Not less than 15 business days prior to issuing a notice of proposed rulemaking in the Federal Register, the Secretary shall provide to the Committee on Health, Education, Labor, and Pensions of the Senate, the Committee on Education and the Workforce of the House of Representatives, and other relevant congressional committees, notice of the Secretary's intent to issue a notice of proposed rulemaking that shall include—

(A) a copy of the proposed regulation;

(B) the need to issue the regulation;

(C) the anticipated burden, including the time, cost, and paperwork burden, the regulation will impose on State educational agencies, local educational agencies, schools, and other entities that may be impacted by the regulation;

(D) the anticipated benefits to State educational agencies, local educational agencies, schools, and other entities that may be impacted by the regulation; and

(E) any regulations that will be repealed when the new regulation is issued.

(2) COMMENT PERIOD FOR CONGRESS.—The Secretary shall—

(A) before issuing any notice of proposed rulemaking under this subsection, provide Congress with a comment period of 15 business days to make comments on the proposed regulation, beginning on the date that the Secretary provides the notice of intent to the appropriate committees of Congress under paragraph (1); and

(B) include and seek to address all comments submitted by Congress in the public rulemaking record for the regulation published in the Federal Register.

(3) COMMENT AND REVIEW PERIOD; EMERGENCY SITUATIONS.—The comment and review period for any proposed regulation shall be not less than 60 days unless an emergency requires a shorter period, in which case the Secretary shall—

(A) designate the proposed regulation as an emergency with an explanation of the emergency in the notice to Congress under paragraph (1);

(B) publish the length of the comment and review period in such notice and in the Federal Register; and

(C) conduct immediately thereafter regional meetings to review such proposed regulation before issuing any final regulation.

(d) LIMITATION.—Regulations to carry out this title may not require local programs to follow a particular instructional model, such as the provision of services outside the regular classroom or school program.

(e) RULE OF CONSTRUCTION.—Nothing in this section affects the applicability of subchapter II of chapter 5, and chapter 7, of title 5, United States Code (commonly known as the "Administrative Procedure Act") or chapter 8 of title 5, United States Code (commonly known as the "Congressional Review Act").

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SEC. 1602. [20 U.S.C. 6572] AGREEMENTS AND RECORDS.

(a) AGREEMENTS.—In any case in which a negotiated rulemaking process is established under section 1601(b), all published proposed regulations shall conform to agreements that result from the rulemaking described in section 1601 unless the Secretary reopens the negotiated rulemaking process.

(b) RECORDS.—The Secretary shall ensure that an accurate and reliable record of agreements reached during the negotiations process is maintained.

SEC. 1603. [20 U.S.C. 6573] STATE ADMINISTRATION.

(a) RULEMAKING.—

(1) IN GENERAL.—Each State that receives funds under this title shall—

(A) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title and provide any such proposed rules, regulations, and policies to the committee of practitioners created under subsection (b) for review and comment;

(B) minimize such rules, regulations, and policies to which the State's local educational agencies and schools are subject;

(C) eliminate or modify State and local fiscal accounting requirements in order to facilitate the ability of schools to consolidate funds under schoolwide programs;

(D) identify any such rule, regulation, or policy as a State-imposed requirement; and

(E)(i) identify any duplicative or contrasting requirements between the State and Federal rules or regulations; and

(ii) eliminate the State rules and regulations that are duplicative of Federal requirements.

(2) SUPPORT AND FACILITATION.—State rules, regulations, and policies under this title shall support and facilitate local educational agency and school-level systemic reform designed to enable all children to meet the challenging State academic standards.

(b) COMMITTEE OF PRACTITIONERS.—

(1) IN GENERAL.—Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

(2) MEMBERSHIP.—Each such committee shall include—

(A) as a majority of its members, representatives from local educational agencies;

(B) administrators, including the administrators of programs described in other parts of this title;

(C) teachers from traditional public schools and charter schools (if there are charter schools in the State) and career and technical educators;

(D) principals and other school leaders;

(E) parents;

(F) members of local school boards;

(G) representatives of private school children;

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(H) specialized instructional support personnel and paraprofessionals;

(I) representatives of authorized public chartering agencies (if there are charter schools in the State); and

(J) charter school leaders (if there are charter schools in the State).

(3) DUTIES.—The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

SEC. 1604. [20 U.S.C. 6575] PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

Nothing in this title shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic achievement standards and assessments, curriculum, or program of instruction.

SEC. 1605. [20 U.S.C. 6576] RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.

TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

SEC. 2001. [20 U.S.C. 6601] PURPOSE.

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

(1) increase student achievement consistent with the challenging State academic standards;

(2) improve the quality and effectiveness of teachers, principals, and other school leaders;

(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

SEC. 2002. [20 U.S.C. 6602] DEFINITIONS.

In this title:

(1) SCHOOL LEADER RESIDENCY PROGRAM.—The term "school leader residency program" means a school-based principal or other school leader preparation program in which a prospective principal or other school leader—

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(A) for 1 academic year, engages in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting; and

(B) during that academic year—

(i) participates in evidence-based coursework, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, that is integrated with the clinical residency experience; and

(ii) receives ongoing support from a mentor principal or other school leader, who is effective.

(2) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(3) STATE AUTHORIZER.—The term "State authorizer" means an entity designated by the Governor of a State to recognize teacher, principal, or other school leader preparation academies within the State that—

(A) enters into an agreement with a teacher, principal, or other school leader preparation academy that specifies the goals expected of the academy, as described in paragraph (4)(A)(i);

(B) may be a nonprofit organization, State educational agency, or other public entity, or consortium of such entities (including a consortium of States); and

(C) does not reauthorize a teacher, principal, or other school leader preparation academy if the academy fails to produce the minimum number or percentage of effective teachers or principals or other school leaders, respectively (as determined by the State), identified in the academy's authorizing agreement.

(4) TEACHER, PRINCIPAL, OR OTHER SCHOOL LEADER PREPARATION ACADEMY.—The term "teacher, principal, or other school leader preparation academy" means a public or other nonprofit entity, which may be an institution of higher education or an organization affiliated with an institution of higher education, that establishes an academy that will prepare teachers, principals, or other school leaders to serve in high-needs schools, and that—

(A) enters into an agreement with a State authorizer that specifies the goals expected of the academy, including—

(i) a requirement that prospective teachers, principals, or other school leaders who are enrolled in the academy receive a significant part of their training through clinical preparation that partners the prospective candidate with an effective teacher, principal, or other school leader, as determined by the State, respectively, with a demonstrated record of increasing student academic achievement, including for the subgroups of students defined in section 1111(c)(2), while also receiving concurrent instruction from the academy in the content area (or areas) in which the pro-

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spective teacher, principal, or other school leader will become certified or licensed that links to the clinical preparation experience;

(ii) the number of effective teachers, principals, or other school leaders, respectively, who will demonstrate success in increasing student academic achievement that the academy will prepare; and

(iii) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a teacher only after the teacher demonstrates that the teacher is an effective teacher, as determined by the State, with a demonstrated record of increasing student academic achievement either as a student teacher or teacher-of-record on an alternative certificate, license, or credential;

(iv) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a principal or other school leader only after the principal or other school leader demonstrates a record of success in improving student performance; and

(v) timelines for producing cohorts of graduates and conferring certificates of completion (or degrees, if the academy is, or is affiliated with, an institution of higher education) from the academy;

(B) does not have unnecessary restrictions on the methods the academy will use to train prospective teacher, principal, or other school leader candidates, including—

(i) obligating (or prohibiting) the academy's faculty to hold advanced degrees or conduct academic research;

(ii) restrictions related to the academy's physical infrastructure;

(iii) restrictions related to the number of course credits required as part of the program of study;

(iv) restrictions related to the undergraduate coursework completed by teachers teaching or working on alternative certificates, licenses, or credentials, as long as such teachers have successfully passed all relevant State-approved content area examinations; or

(v) restrictions related to obtaining accreditation from an accrediting body for purposes of becoming an academy;

(C) limits admission to its program to prospective teacher, principal, or other school leader candidates who demonstrate strong potential to improve student academic achievement, based on a rigorous selection process that reviews a candidate's prior academic achievement or record of professional accomplishment; and

(D) results in a certificate of completion or degree that the State may, after reviewing the academy's results in producing effective teachers, or principals, or other school leaders, respectively (as determined by the State) recog-

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nize as at least the equivalent of a master's degree in education for the purposes of hiring, retention, compensation, and promotion in the State.

(5) TEACHER RESIDENCY PROGRAM.—The term "teacher residency program" means a school-based teacher preparation program in which a prospective teacher—

(A) for not less than 1 academic year, teaches alongside an effective teacher, as determined by the State or local educational agency, who is the teacher of record for the classroom;

(B) receives concurrent instruction during the year described in subparagraph (A)—

(i) through courses that may be taught by local educational agency personnel or by faculty of the teacher preparation program; and

(ii) in the teaching of the content area in which the teacher will become certified or licensed; and

(C) acquires effective teaching skills, as demonstrated through completion of a residency program, or other measure determined by the State, which may include a teacher performance assessment.

SEC. 2003. [20 U.S.C. 6603] AUTHORIZATION OF APPROPRIATIONS.

(a) GRANTS TO STATES AND LOCAL EDUCATIONAL AGENCIES.—For the purpose of carrying out part A, there are authorized to be appropriated $2,295,830,000 for each of fiscal years 2017 through 2020.

(b) NATIONAL ACTIVITIES.—For the purpose of carrying out part B, there are authorized to be appropriated—

(1) $468,880,575 for each of fiscal years 2017 and 2018;

(2) $469,168,000 for fiscal year 2019; and

(3) $489,168,000 for fiscal year 2020.

PART A—SUPPORTING EFFECTIVE INSTRUCTION

SEC. 2101. [20 U.S.C. 6611] FORMULA GRANTS TO STATES.

(a) RESERVATION OF FUNDS.—From the total amount appropriated under section 2003(a) for a fiscal year, the Secretary shall reserve—

(1) one-half of 1 percent for allotments for the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be distributed among those outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this title; and

(2) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Education.

(b) STATE ALLOTMENTS.—

(1) HOLD HARMLESS.—

(A) FISCAL YEARS 2017 THROUGH 2022.—For each of fiscal years 2017 through 2022, subject to paragraph (2) and subparagraph (C), from the funds appropriated under sec-

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tion 2003(a) for a fiscal year that remain after the Secretary makes the reservations under subsection (a), the Secretary shall allot to each State an amount equal to the total amount that such State received for fiscal year 2001 under—

(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

(ii) section 306 of the Department of Education Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106–554).

(B) RATABLE REDUCTION.—If the funds described in subparagraph (A) are insufficient to pay the full amounts that all States are eligible to receive under subparagraph (A) for any fiscal year, the Secretary shall ratably reduce those amounts for the fiscal year.

(C) PERCENTAGE REDUCTION.—For each of fiscal years 2017 through 2022, the amount in subparagraph (A) shall be reduced by a percentage equal to the product of 14.29 percent and the number of years between the fiscal year for which the determination is being made and fiscal year 2016.

(2) ALLOTMENT OF ADDITIONAL FUNDS.—

(A) IN GENERAL.—Subject to subparagraph (B), for any fiscal year for which the funds appropriated under section 2003(a) and not reserved under subsection (a) exceed the total amount required to make allotments under paragraph (1), the Secretary shall allot to each State the sum of—

(i) for fiscal year 2017—

(I) an amount that bears the same relationship to 35 percent of the excess amount as the number of individuals aged 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

(II) an amount that bears the same relationship to 65 percent of the excess amount as the number of individuals aged 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined;

(ii) for fiscal year 2018—

(I) an amount that bears the same relationship to 30 percent of the excess amount as the number of individuals aged 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

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(II) an amount that bears the same relationship to 70 percent of the excess amount as the number of individuals aged 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined;

(iii) for fiscal year 2019—

(I) an amount that bears the same relationship to 25 percent of the excess amount as the number of individuals aged 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

(II) an amount that bears the same relationship to 75 percent of the excess amount as the number of individuals aged 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

(iv) for fiscal year 2020—

(I) an amount that bears the same relationship to 20 percent of the excess amount as the number of individuals aged 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

(II) an amount that bears the same relationship to 80 percent of the excess amount as the number of individuals aged 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

(B) EXCEPTION.—No State receiving an allotment under subparagraph (A) may receive less than one-half of 1 percent of the total excess amount allotted under such subparagraph for a fiscal year.

(3) FISCAL YEAR 2021 AND SUCCEEDING FISCAL YEARS.—For fiscal year 2021 and each of the succeeding fiscal years—

(A) the Secretary shall allot funds appropriated under section 2003(a) and not reserved under subsection (a) to each State in accordance with paragraph (2)(A)(iv); and

(B) the amount appropriated but not reserved shall be treated as the excess amount.

(4) REALLOTMENT.—If any State does not apply for an allotment under this subsection for any fiscal year, the Secretary

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shall reallot the amount of the allotment to the remaining States in accordance with this subsection.

(c) STATE USES OF FUNDS.—

(1) IN GENERAL.—Except as provided under paragraph (3), each State that receives an allotment under subsection (b) for a fiscal year shall reserve not less than 95 percent of such allotment to make subgrants to local educational agencies for such fiscal year, as described in section 2102.

(2) STATE ADMINISTRATION.—A State educational agency may use not more than 1 percent of the amount allotted to such State under subsection (b) for the administrative costs of carrying out such State educational agency's responsibilities under this part.

(3) PRINCIPALS OR OTHER SCHOOL LEADERS.—Notwithstanding paragraph (1) and in addition to funds otherwise available for activities under paragraph (4), a State educational agency may reserve not more than 3 percent of the amount reserved for subgrants to local educational agencies under paragraph (1) for one or more of the activities for principals or other school leaders that are described in paragraph (4).

(4) STATE ACTIVITIES.—

(A) IN GENERAL.—The State educational agency for a State that receives an allotment under subsection (b) may use funds not reserved under paragraph (1) to carry out 1 or more of the activities described in subparagraph (B), which may be implemented in conjunction with a State agency of higher education (if such agencies are separate) and carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education.

(B) TYPES OF STATE ACTIVITIES.—The activities described in this subparagraph are the following:

(i) Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—

(I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards;

(II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and

(III) teacher certification or licensing requirements are aligned with such challenging State academic standards.

(ii) Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school

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leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—

(I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;

(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions; and

(III) developing a system for auditing the quality of evaluation and support systems.

(iii) Improving equitable access to effective teachers.

(iv) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—

(I) individuals with a baccalaureate or master's degree, or other advanced degree;

(II) mid-career professionals from other occupations;

(III) paraprofessionals;

(IV) former military personnel; and

(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.

(v) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—

(I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and

(II) providing training and support for teacher leaders and principals or other school leaders who

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are recruited as part of instructional leadership teams.

(vi) Fulfilling the State educational agency's responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.

(vii) Developing, or assisting local educational agencies in developing—

(I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;

(II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and

(III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to—

(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and

(bb) increase the retention of effective teachers, principals, or other school leaders.

(viii) Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.

(ix) Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1)) projects.

(x) Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under this part.

(xi) Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.

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(xii) Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds described in subparagraph (A) that is not more than 2 percent of the State's allotment, if—

(I) allowable under State law;

(II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and

(III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.

(xiii) Supporting the instructional services provided by effective school library programs.

(xiv) Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.

(xv) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

(xvi) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.

(xvii) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.

(xviii) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.

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(xix) Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any direction, supervision, or control over State teacher licensing or certification requirements.

(xx) Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") (20 U.S.C. 1232g) and in accordance with State student privacy laws and local educational agency student privacy and technology use policies.

(xxi) Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of this title.

(d) STATE APPLICATION.—

(1) IN GENERAL.—In order to receive an allotment under this section for any fiscal year, a State shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(2) CONTENTS.—Each application described under paragraph (1) shall include the following:

(A) A description of how the State educational agency will use funds received under this title for State-level activities described in subsection (c).

(B) A description of the State's system of certification and licensing of teachers, principals, or other school leaders.

(C) A description of how activities under this part are aligned with challenging State academic standards.

(D) A description of how the activities carried out with funds under this part are expected to improve student achievement.

(E) If a State educational agency plans to use funds under this part to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), a description of how such funds will be used for such purpose.

(F) If applicable, a description of how the State educational agency will work with local educational agencies in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems that meet the requirements of subsection (c)(4)(B)(ii).

(G) An assurance that the State educational agency will monitor the implementation of activities under this part and provide technical assistance to local educational agencies in carrying out such activities.

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(H) An assurance that the State educational agency will work in consultation with the entity responsible for teacher, principal, or other school leader professional standards, certification, and licensing for the State, and encourage collaboration between educator preparation programs, the State, and local educational agencies to promote the readiness of new educators entering the profession.

(I) An assurance that the State educational agency will comply with section 8501 (regarding participation by private school children and teachers).

(J) A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

(K) A description of how the State will use data and ongoing consultation as described in paragraph (3) to continually update and improve the activities supported under this part.

(L) A description of how the State educational agency will encourage opportunities for increased autonomy and flexibility for teachers, principals, or other school leaders, such as by establishing innovation schools that have a high degree of autonomy over budget and operations, are transparent and accountable to the public, and lead to improved academic outcomes for students.

(M) A description of actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the State educational agency.

(3) CONSULTATION.—In developing the State application under this subsection, a State shall—

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

(B) seek advice from the individuals, organizations, or partners described in subparagraph (A) regarding how best to improve the State's activities to meet the purpose of this title; and

(C) coordinate the State's activities under this part with other related strategies, programs, and activities being conducted in the State.

(4) LIMITATION.—Consultation required under paragraph (3) shall not interfere with the timely submission of the application required under this section.

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(e) PROHIBITION.—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to mandate, direct, or control any of the following:

(1) The development, improvement, or implementation of elements of any teacher, principal, or other school leader evaluation system.

(2) Any State or local educational agency's definition of teacher, principal, or other school leader effectiveness.

(3) Any teacher, principal, or other school leader professional standards, certification, or licensing.

SEC. 2102. [20 U.S.C. 6612] SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.

(a) ALLOCATION OF FUNDS TO LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—From funds reserved by a State under section 2101(c)(1) for a fiscal year, the State, acting through the State educational agency, shall award subgrants to eligible local educational agencies from allocations described in paragraph (2).

(2) ALLOCATION FORMULA.—From the funds described in paragraph (1), the State educational agency shall allocate to each of the eligible local educational agencies in the State for a fiscal year the sum of—

(A) an amount that bears the same relationship to 20 percent of such funds for such fiscal year as the number of individuals aged 5 through 17 in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all eligible local educational agencies in the State, as so determined; and

(B) an amount that bears the same relationship to 80 percent of the funds for such fiscal year as the number of individuals aged 5 through 17 from families with incomes below the poverty line in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the eligible local educational agencies in the State, as so determined.

(3) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a consortium of local educational agencies that are designated with a locale code of 41, 42, or 43, or such local educational agencies designated with a locale code of 41, 42, or 43 that work in cooperation with an educational service agency, from voluntarily combining allocations received under this part for the collective use of funding by the consortium for activities under this section.

(b) LOCAL APPLICATIONS.—

(1) IN GENERAL.—To be eligible to receive a subgrant under this section, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

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(2) CONTENTS OF APPLICATION.—Each application submitted under paragraph (1) shall include the following:

(A) A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

(B) A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

(C) A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

(D) A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

(E) An assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers).

(F) An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(3) CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and

(C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

(4) LIMITATION.—Consultation required under paragraph (3) shall not interfere with the timely submission of the application required under this section.

SEC. 2103. [20 U.S.C. 6613] LOCAL USES OF FUNDS.

(a) IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate com-

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prehensive programs and activities described in subsection (b), which may be carried out—

(1) through a grant or contract with a for-profit or nonprofit entity; or

(2) in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).

(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

(1) shall be in accordance with the purpose of this title;

(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and

(3) may include, among other programs and activities—

(A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—

(i) is based in part on evidence of student achievement, which may include student growth; and

(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—

(i) expert help in screening candidates and enabling early hiring;

(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;

(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;

(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—

(I) improve classroom instruction and student learning and achievement; and

(II) increase the retention of effective teachers, principals, or other school leaders;

(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform

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decisionmaking about professional development, improvement strategies, and personnel decisions; and

(vi) a system for auditing the quality of evaluation and support systems;

(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

(D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

(i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);

(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;

(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;

(iv) help all students develop the skills essential for learning readiness and academic success;

(v) develop policy with school, local educational agency, community, or State leaders; and

(vi) participate in opportunities for experiential learning through observation;

(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

(G) providing programs and activities to increase—

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(i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

(H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;

(I) carrying out in-service training for school personnel in—

(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;

(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and

(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

(J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—

(i) early entrance to kindergarten;

(ii) enrichment, acceleration, and curriculum compacting activities; and

(iii) dual or concurrent enrollment programs in secondary school and postsecondary education;

(K) supporting the instructional services provided by effective school library programs;

(L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

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(M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;

(N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;

(O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and

(P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

SEC. 2104. [20 U.S.C. 6614] REPORTING.

(a) STATE REPORT.—Each State educational agency receiving funds under this part shall annually submit to the Secretary a report that provides—

(1) a description of how the State is using grant funds received under this part to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness, as determined by the State or local educational agency;

(2) if funds are used under this part to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access;

(3) for a State that implements a teacher, principal, or other school leader evaluation and support system, consistent with section 2101(c)(4)(B)(ii), using funds under this part, the evaluation results of teachers, principals, or other school leaders, except that such information shall not provide personally identifiable information on individual teachers, principals, or other school leaders; and

(4) where available, the annual retention rates of effective and ineffective teachers, principals, or other school leaders, using any methods or criteria the State has or develops under section 1111(g)(2)(A), except that nothing in this paragraph shall be construed to require any State educational agency or local educational agency to collect and report any data the State educational agency or local educational agency is not collecting or reporting as of the day before the date of enactment of the Every Student Succeeds Act.

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(b) LOCAL EDUCATIONAL AGENCY REPORT.—Each local educational agency receiving funds under this part shall submit to the State educational agency such information as the State requires, which shall include the information described in subsection (a) for the local educational agency.

(c) AVAILABILITY.—The reports and information provided under subsections (a) and (b) shall be made readily available to the public.

(d) LIMITATION.—The reports and information provided under subsections (a) and (b) shall not reveal personally identifiable information about any individual.

PART B—NATIONAL ACTIVITIES

SEC. 2201. [20 U.S.C. 6621] RESERVATIONS.

From the amounts appropriated under section 2003(b) for a fiscal year, the Secretary shall reserve—

(1) to carry out activities authorized under subpart 1—

(A) 49.1 percent for each of fiscal years 2017 through 2019; and

(B) 47 percent for fiscal year 2020;

(2) to carry out activities authorized under subpart 2—

(A) 34.1 percent for each of fiscal years 2017 through 2019; and

(B) 36.8 percent for fiscal year 2020;

(3) to carry out activities authorized under subpart 3, 1.4 percent for each of fiscal years 2017 through 2020; and

(4) to carry out activities authorized under subpart 4—

(A) 15.4 percent for each of fiscal years 2017 through 2019; and

(B) 14.8 percent for fiscal year 2020.

Subpart 1—Teacher and School Leader Incentive Program

SEC. 2211. [20 U.S.C. 6631] PURPOSES; DEFINITIONS.

(a) PURPOSES.—The purposes of this subpart are—

(1) to assist States, local educational agencies, and nonprofit organizations to develop, implement, improve, or expand comprehensive performance-based compensation systems or human capital management systems for teachers, principals, or other school leaders (especially for teachers, principals, or other school leaders in high-need schools) who raise student academic achievement and close the achievement gap between high- and low-performing students; and

(2) to study and review performance-based compensation systems or human capital management systems for teachers, principals, or other school leaders to evaluate the effectiveness, fairness, quality, consistency, and reliability of the systems.

(b) DEFINITIONS.—In this subpart:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means—

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(A) a local educational agency, including a charter school that is a local educational agency, or a consortium of local educational agencies;

(B) a State educational agency or other State agency designated by the chief executive of a State to participate under this subpart;

(C) the Bureau of Indian Education; or

(D) a partnership consisting of—

(i) 1 or more agencies described in subparagraph (A), (B), or (C); and

(ii) at least 1 nonprofit or for-profit entity.

(2) HIGH-NEED SCHOOL.—The term "high-need school" means a public elementary school or secondary school that is located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more.

(3) HUMAN CAPITAL MANAGEMENT SYSTEM.—The term "human capital management system" means a system—

(A) by which a local educational agency makes and implements human capital decisions, such as decisions on preparation, recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion; and

(B) that includes a performance-based compensation system.

(4) PERFORMANCE-BASED COMPENSATION SYSTEM.—The term "performance-based compensation system" means a system of compensation for teachers, principals, or other school leaders—

(A) that differentiates levels of compensation based in part on measurable increases in student academic achievement; and

(B) which may include—

(i) differentiated levels of compensation, which may include bonus pay, on the basis of the employment responsibilities and success of effective teachers, principals, or other school leaders in hard-to-staff schools or high-need subject areas; and

(ii) recognition of the skills and knowledge of teachers, principals, or other school leaders as demonstrated through—

(I) successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles; and

(II) evidence of professional achievement and mastery of content knowledge and superior teaching and leadership skills.

SEC. 2212. [20 U.S.C. 6632] TEACHER AND SCHOOL LEADER INCENTIVE FUND GRANTS.

(a) GRANTS AUTHORIZED.—From the amounts reserved by the Secretary under section 2201(1), the Secretary shall award grants, on a competitive basis, to eligible entities to enable the eligible entities to develop, implement, improve, or expand performance-based

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compensation systems or human capital management systems, in schools served by the eligible entity.

(b) DURATION OF GRANTS.—

(1) IN GENERAL.—A grant awarded under this subpart shall be for a period of not more than 3 years.

(2) RENEWAL.—The Secretary may renew a grant awarded under this subpart for a period of not more than 2 years if the grantee demonstrates to the Secretary that the grantee is effectively using funds. Such renewal may include allowing the grantee to scale up or replicate the successful program.

(3) LIMITATION.—A local educational agency may receive (whether individually or as part of a consortium or partnership) a grant under this subpart, as amended by the Every Student Succeeds Act, only twice.

(c) APPLICATIONS.—An eligible entity desiring a grant under this subpart shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. The application shall include—

(1) a description of the performance-based compensation system or human capital management system that the eligible entity proposes to develop, implement, improve, or expand through the grant;

(2) a description of the most significant gaps or insufficiencies in student access to effective teachers, principals, or other school leaders in high-need schools, including gaps or inequities in how effective teachers, principals, or other school leaders are distributed across the local educational agency, as identified using factors such as data on school resources, staffing patterns, school environment, educator support systems, and other school-level factors;

(3) a description and evidence of the support and commitment from teachers, principals, or other school leaders, which may include charter school leaders, in the school (including organizations representing teachers, principals, or other school leaders), the community, and the local educational agency to the activities proposed under the grant;

(4) a description of how the eligible entity will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate teacher, principal, or other school leader performance under the system that is based in part on measures of student academic achievement, including the baseline performance against which evaluations of improved performance will be made;

(5) a description of the local educational agencies or schools to be served under the grant, including such student academic achievement, demographic, and socioeconomic information as the Secretary may request;

(6) a description of the effectiveness of teachers, principals, or other school leaders in the local educational agency and the schools to be served under the grant and the extent to which the system will increase the effectiveness of teachers, principals, or other school leaders in such schools;

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(7) a description of how the eligible entity will use grant funds under this subpart in each year of the grant, including a timeline for implementation of such activities;

(8) a description of how the eligible entity will continue the activities assisted under the grant after the grant period ends;

(9) a description of the State, local, or other public or private funds that will be used to supplement the grant, including funds under part A, and sustain the activities assisted under the grant after the end of the grant period;

(10) a description of—

(A) the rationale for the project;

(B) how the proposed activities are evidence-based; and

(C) if applicable, the prior experience of the eligible entity in developing and implementing such activities; and

(11) a description of how activities funded under this subpart will be evaluated, monitored, and publically reported.

(d) AWARD BASIS.—

(1) PRIORITY.—In awarding a grant under this subpart, the Secretary shall give priority to an eligible entity that concentrates the activities proposed to be assisted under the grant on teachers, principals, or other school leaders serving in high-need schools.

(2) EQUITABLE DISTRIBUTION.—To the extent practicable, the Secretary shall ensure an equitable geographic distribution of grants under this subpart, including the distribution of such grants between rural and urban areas.

(e) USE OF FUNDS.—

(1) IN GENERAL.—An eligible entity that receives a grant under this subpart shall use the grant funds to develop, implement, improve, or expand, in collaboration with teachers, principals, other school leaders, and members of the public, a performance-based compensation system or human capital management system consistent with this subpart.

(2) AUTHORIZED ACTIVITIES.—Grant funds under this subpart may be used for one or more of the following:

(A) Developing or improving an evaluation and support system, including as part of a human capital management system as applicable, that—

(i) reflects clear and fair measures of teacher, principal, or other school leader performance, based in part on demonstrated improvement in student academic achievement; and

(ii) provides teachers, principals, or other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness.

(B) Conducting outreach within a local educational agency or a State to gain input on how to construct an evaluation and support system described in subparagraph (A) and to develop support for the evaluation and support system, including by training appropriate personnel in how

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to observe and evaluate teachers, principals, or other school leaders.

(C) Providing principals or other school leaders with—

(i) balanced autonomy to make budgeting, scheduling, and other school-level decisions in a manner that meets the needs of the school without compromising the intent or essential components of the policies of the local educational agency or State; and

(ii) authority to make staffing decisions that meet the needs of the school, such as building an instructional leadership team that includes teacher leaders or offering opportunities for teams or pairs of effective teachers or candidates to teach or start teaching in high-need schools together.

(D) Implementing, as part of a comprehensive performance-based compensation system, a differentiated salary structure, which may include bonuses and stipends, to—

(i) teachers who—

(I) teach in—

(aa) high-need schools; or

(bb) high-need subjects;

(II) raise student academic achievement; or

(III) take on additional leadership responsibilities; or

(ii) principals or other school leaders who serve in high-need schools and raise student academic achievement in the schools.

(E) Improving the local educational agency's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving local educational agency policies and procedures to ensure that high-need schools are competitive and timely in—

(i) attracting, hiring, and retaining effective educators;

(ii) offering bonuses or higher salaries to effective educators; or

(iii) establishing or strengthening school leader residency programs and teacher residency programs.

(F) Instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders.

(f) MATCHING REQUIREMENT.—Each eligible entity that receives a grant under this subpart shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (which may be provided in cash or in kind) to carry out the activities supported by the grant.

(g) SUPPLEMENT, NOT SUPPLANT.—Grant funds provided under this subpart shall be used to supplement, not supplant, other Fed-

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eral or State funds available to carry out activities described in this subpart.

SEC. 2213. [20 U.S.C. 6633] REPORTS.

(a) ACTIVITIES SUMMARY.—Each eligible entity receiving a grant under this subpart shall provide to the Secretary a summary of the activities assisted under the grant.

(b) REPORT.—The Secretary shall provide to Congress an annual report on the implementation of the program carried out under this subpart, including—

(1) information on eligible entities that received grant funds under this subpart, including—

(A) information provided by eligible entities to the Secretary in the applications submitted under section 2212(c);

(B) the summaries received under subsection (a); and

(C) grant award amounts; and

(2) student academic achievement and, as applicable, growth data from the schools participating in the programs supported under the grant.

(c) EVALUATION AND TECHNICAL ASSISTANCE.—

(1) RESERVATION OF FUNDS.—Of the total amount reserved for this subpart for a fiscal year, the Secretary may reserve for such fiscal year not more than 1 percent for the cost of the evaluation under paragraph (2) and for technical assistance in carrying out this subpart.

(2) EVALUATION.—From amounts reserved under paragraph (1), the Secretary, acting through the Director of the Institute of Education Sciences, shall carry out an independent evaluation to measure the effectiveness of the program assisted under this subpart.

(3) CONTENTS.—The evaluation under paragraph (2) shall measure—

(A) the effectiveness of the program in improving student academic achievement;

(B) the satisfaction of the participating teachers, principals, or other school leaders; and

(C) the extent to which the program assisted the eligible entities in recruiting and retaining high-quality teachers, principals, or other school leaders, especially in high-need subject areas.

Subpart 2—Literacy Education for All, Results for the Nation

SEC. 2221. [20 U.S.C. 6641] PURPOSES; DEFINITIONS.

(a) PURPOSES.—The purposes of this subpart are—

(1) to improve student academic achievement in reading and writing by providing Federal support to States to develop, revise, or update comprehensive literacy instruction plans that, when implemented, ensure high-quality instruction and effective strategies in reading and writing from early education through grade 12; and

(2) for States to provide targeted subgrants to early childhood education programs and local educational agencies and

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their public or private partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need.

(b) DEFINITIONS.—In this subpart:

(1) COMPREHENSIVE LITERACY INSTRUCTION.—The term "comprehensive literacy instruction" means instruction that—

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;

(I) uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

(2) ELIGIBLE ENTITY.—The term "eligible entity" means an entity that consists of—

(A) one or more local educational agencies that serve a high percentage of high-need schools and—

(i) have the highest number or proportion of children who are counted under section 1124(c), in comparison to other local educational agencies in the State;

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(ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2); or

(iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d);

(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in—

(i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and

(ii) providing professional development in comprehensive literacy instruction.

(3) HIGH-NEED SCHOOL.—

(A) IN GENERAL.—The term "high-need school" means—

(i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or

(ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

(B) LOW-INCOME FAMILY.—For purposes of subparagraph (A), the term "low-income family" means a family—

(i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

(ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

(iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

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SEC. 2222. [20 U.S.C. 6642] COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS.

(a) GRANTS AUTHORIZED.—From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b), the Secretary shall award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to—

(1) provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families; and

(2) develop or enhance comprehensive literacy instruction plans that ensure high-quality instruction and effective strategies in reading and writing for children from early childhood education through grade 12, including English learners and children with disabilities.

(b) RESERVATION.—From the amounts reserved to carry out this subpart for a fiscal year, the Secretary shall reserve—

(1) not more than a total of 5 percent for national activities, including a national evaluation, technical assistance and training, data collection, and reporting;

(2) one half of 1 percent for the Secretary of the Interior to carry out a program described in this subpart at schools operated or funded by the Bureau of Indian Education; and

(3) one half of 1 percent for the outlying areas to carry out a program under this subpart.

(c) DURATION OF GRANTS.—A grant awarded under this subpart shall be for a period of not more than 5 years total. Such grant may be renewed for an additional 2-year period upon the termination of the initial period of the grant if the grant recipient demonstrates to the satisfaction of the Secretary that—

(1) the State has made adequate progress; and

(2) renewing the grant for an additional 2-year period is necessary to carry out the objectives of the grant described in subsection (d).

(d) STATE APPLICATIONS.—

(1) IN GENERAL.—A State educational agency desiring a grant under this subpart shall submit an application to the Secretary, at such time and in such manner as the Secretary may require. The State educational agency shall collaborate with the State agency responsible for administering early childhood education programs and the State agency responsible for administering child care programs in the State in writing and implementing the early childhood education portion of the grant application under this subsection.

(2) CONTENTS.—An application described in paragraph (1) shall include, at a minimum, the following:

(A) A needs assessment that analyzes literacy needs across the State and in high-need schools and local educational agencies that serve high-need schools, including identifying the most significant gaps in literacy proficiency and inequities in student access to effective teachers of literacy, considering each of the subgroups of students, as defined in section 1111(c)(2).

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(B) A description of how the State educational agency, in collaboration with the State literacy team, if applicable, will develop a State comprehensive literacy instruction plan or will revise and update an already existing State comprehensive literacy instruction plan.

(C) An implementation plan that includes a description of how the State educational agency will carry out the State activities described in subsection (f).

(D) An assurance that the State educational agency will use implementation grant funds described in subsection (f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds shall be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(E) An assurance that the State educational agency will give priority in awarding a subgrant under section 2223 to an eligible entity that—

(i) serves children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line; or

(ii) is a local educational agency serving a high number or percentage of high-need schools.

(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State educational agencies that will use the grant funds for evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).

(f) STATE ACTIVITIES.—

(1) IN GENERAL.—A State educational agency receiving a grant under this section shall use not less than 95 percent of such grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process.

(2) RESERVATION.—A State educational agency receiving a grant under this section may reserve not more than 5 percent for activities identified through the needs assessment and comprehensive literacy plan described in subparagraphs (A) and (B) of subsection (d)(2), including the following activities:

(A) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.

(B) Coordinating with institutions of higher education in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to

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teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

(C) Reviewing and updating, in collaboration with teachers and institutions of higher education, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

(D) Making publicly available, including on the State educational agency's website, information on promising instructional practices to improve child literacy achievement.

(E) Administering and monitoring the implementation of subgrants by eligible entities.

(3) ADDITIONAL USES.—After carrying out the activities described in paragraphs (1) and (2), a State educational agency may use any remaining amount to carry out 1 or more of the following activities:

(A) Developing literacy coach training programs and training literacy coaches.

(B) Administration and evaluation of activities carried out under this subpart.

SEC. 2223. [20 U.S.C. 6643] SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF BIRTH THROUGH KINDERGARTEN ENTRY LITERACY.

(a) SUBGRANTS.—

(1) IN GENERAL.—A State educational agency receiving a grant under this subpart shall, in consultation with the State agencies responsible for administering early childhood education programs and services, including the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i)), use a portion of the grant funds, in accordance with section 2222(d)(2)(D)(i), to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to support high-quality early literacy initiatives for children from birth through kindergarten entry.

(2) DURATION.—The term of a subgrant under this section shall be determined by the State educational agency awarding the subgrant and shall in no case exceed 5 years.

(3) SUFFICIENT SIZE AND SCOPE.—Each subgrant awarded under this section shall be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(b) LOCAL APPLICATIONS.—An eligible entity desiring to receive a subgrant under this section shall submit an application to the State educational agency, at such time, in such manner, and containing such information as the State educational agency may require. Such application shall include a description of—

(1) how the subgrant funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which shall include an analysis of data that support the proposed use of subgrant funds;

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(2) how the subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;

(3) how the activities assisted under the subgrant will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and

(4) how the subgrant funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(c) PRIORITY.—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use the grant funds to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).

(d) LOCAL USES OF FUNDS.—An eligible entity that receives a subgrant under this section shall use the subgrant funds, consistent with the entity's approved application under subsection (b), to—

(1) carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders;

(2) train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and

(3) coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under the subgrant.

SEC. 2224. [20 U.S.C. 6644] SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF KINDERGARTEN THROUGH GRADE 12 LITERACY.

(a) SUBGRANTS TO ELIGIBLE ENTITIES.—

(1) SUBGRANTS.—A State educational agency receiving a grant under this subpart shall use a portion of the grant funds, in accordance with clauses (ii) and (iii) of section 2222(d)(2)(D), to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to carry out the authorized activities described in subsections (c) and (d).

(2) DURATION.—The term of a subgrant under this section shall be determined by the State educational agency awarding the subgrant and shall in no case exceed 5 years.

(3) SUFFICIENT SIZE AND SCOPE.—A State educational agency shall award subgrants under this section of sufficient size and scope to allow the eligible entities to carry out high-quality comprehensive literacy instruction in each grade level for which the subgrant funds are provided.

(4) LOCAL APPLICATIONS.—An eligible entity desiring to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require. Such application shall include, for each school

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that the eligible entity identifies as participating in a subgrant program under this section, the following information:

(A) A description of the eligible entity's needs assessment conducted to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction at the school.

(B) How the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.

(C) How the school will identify children in need of literacy interventions or other support services.

(D) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education.

(E) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency.

(b) PRIORITY.—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use funds under subsection (c) or (d) to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).

(c) LOCAL USES OF FUNDS FOR KINDERGARTEN THROUGH GRADE 5.—An eligible entity that receives a subgrant under this section shall use the subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 5:

(1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—

(A) serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(2) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.

(3) Training principals, specialized instructional support personnel, and other local educational agency personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.

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(4) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served under this subsection.

(5) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(d) LOCAL USES OF FUNDS FOR GRADES 6 THROUGH 12.—An eligible entity that receives a subgrant under this section shall use subgrant funds to carry out the following activities pertaining to children in grades 6 through 12:

(1) Developing and implementing a comprehensive literacy instruction plan described in subsection (c)(1) for children in grades 6 through 12.

(2) Training principals, specialized instructional support personnel, school librarians, and other local educational agency personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(3) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(4) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(5) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served under this subsection.

(e) ALLOWABLE USES.—An eligible entity that receives a subgrant under this section may, in addition to carrying out the activities described in subsections (c) and (d), use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(1) Recruiting, placing, training, and compensating literacy coaches.

(2) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(3) Training families and caregivers to support the improvement of adolescent literacy.

(4) Providing for a multi-tier system of supports for literacy services.

(5) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

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SEC. 2225. [20 U.S.C. 6645] NATIONAL EVALUATION AND INFORMATION DISSEMINATION.

(a) NATIONAL EVALUATION.—From funds reserved under section 2222(b)(1), the Director of the Institute of Education Sciences shall conduct a national evaluation of the grant and subgrant programs assisted under this subpart. Such evaluation shall include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the programs and shall directly coordinate with individual State evaluations of the programs' implementation and impact.

(b) PROGRAM IMPROVEMENT.—The Secretary shall—

(1) provide the findings of the evaluation conducted under this section to State educational agencies and subgrant recipients for use in program improvement;

(2) make such findings publicly available, including on the websites of the Department and the Institute of Education Sciences;

(3) submit such findings to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives; and

(4) make publicly available, in a manner consistent with paragraph (2), best practices for implementing evidence-based activities under this subpart, including evidence-based activities, defined for the purpose of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).

SEC. 2226. [20 U.S.C. 6646] INNOVATIVE APPROACHES TO LITERACY.

(a) IN GENERAL.—From amounts reserved under section 2201(2), the Secretary may award grants, contracts, or cooperative agreements, on a competitive basis, to eligible entities for the purposes of promoting literacy programs that support the development of literacy skills in low-income communities, including—

(1) developing and enhancing effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools;

(2) early literacy services, including pediatric literacy programs through which, during well-child visits, medical providers trained in research-based methods of early language and literacy promotion provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy; and

(3) programs that provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency.

(b) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means—

(A) a local educational agency in which 20 percent or more of the students served by the local educational agency are from families with an income below the poverty line;

(B) a consortium of such local educational agencies;

(C) the Bureau of Indian Education; or

(D) an eligible national nonprofit organization.

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(2) ELIGIBLE NATIONAL NONPROFIT ORGANIZATION.—The term "eligible national nonprofit organization" means an organization of national scope that—

(A) is supported by staff, which may include volunteers, or affiliates at the State and local levels; and

(B) demonstrates effectiveness or high-quality plans for addressing childhood literacy activities for the population targeted by the grant.

Subpart 3—American History and Civics Education

SEC. 2231. [20 U.S.C. 6661] PROGRAM AUTHORIZED.

(a) IN GENERAL.—From the amount reserved by the Secretary under section 2201(3), the Secretary is authorized to carry out an American history and civics education program to improve—

(1) the quality of American history, civics, and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights; and

(2) the quality of the teaching of American history, civics, and government in elementary schools and secondary schools, including the teaching of traditional American history.

(b) FUNDING ALLOTMENT.—Of the amount available under subsection (a) for a fiscal year, the Secretary—

(1) shall reserve not less than 26 percent for activities under section 2232; and

(2) may reserve not more than 74 percent for activities under section 2233.

SEC. 2232. [20 U.S.C. 6662] PRESIDENTIAL AND CONGRESSIONAL ACADEMIES FOR AMERICAN HISTORY AND CIVICS.

(a) IN GENERAL.—From the amounts reserved under section 2231(b)(1) for a fiscal year, the Secretary shall award not more than 12 grants, on a competitive basis, to—

(1) eligible entities to establish Presidential Academies for the Teaching of American History and Civics (in this section referred to as the "Presidential Academies") in accordance with subsection (e); and

(2) eligible entities to establish Congressional Academies for Students of American History and Civics (in this section referred to as the "Congressional Academies") in accordance with subsection (f).

(b) APPLICATION.—An eligible entity that desires to receive a grant under subsection (a) shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(c) ELIGIBLE ENTITY.—The term "eligible entity" under this section means—

(1) an institution of higher education or nonprofit educational organization, museum, library, or research center with demonstrated expertise in historical methodology or the teaching of American history and civics; or

(2) a consortium of entities described in paragraph (1).

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(d) GRANT TERMS.—Grants awarded to eligible entities under subsection (a) shall be for a term of not more than 5 years.

(e) PRESIDENTIAL ACADEMIES.—

(1) USE OF FUNDS.—Each eligible entity that receives a grant under subsection (a)(1) shall use the grant funds to establish a Presidential Academy that offers a seminar or institute for teachers of American history and civics, which—

(A) provides intensive professional development opportunities for teachers of American history and civics to strengthen such teachers' knowledge of the subjects of American history and civics;

(B) is led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics;

(C) is conducted during the summer or other appropriate time; and

(D) is of not less than 2 weeks and not more than 6 weeks in duration.

(2) SELECTION OF TEACHERS.—Each year, each Presidential Academy shall select between 50 and 300 teachers of American history and civics from public or private elementary schools and secondary schools to attend the seminar or institute under paragraph (1).

(3) TEACHER STIPENDS.—Each teacher selected to participate in a seminar or institute under this subsection shall be awarded a fixed stipend based on the length of the seminar or institute to ensure that such teacher does not incur personal costs associated with the teacher's participation in the seminar or institute.

(4) PRIORITY.—In awarding grants under subsection (a)(1), the Secretary shall give priority to eligible entities that coordinate or align their activities with the National Park Service National Centennial Parks initiative to develop innovative and comprehensive programs using the resources of the National Parks.

(f) CONGRESSIONAL ACADEMIES.—

(1) USE OF FUNDS.—Each eligible entity that receives a grant under subsection (a)(2) shall use the grant funds to establish a Congressional Academy that offers a seminar or institute for outstanding students of American history and civics, which—

(A) broadens and deepens such students' understanding of American history and civics;

(B) is led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics;

(C) is conducted during the summer or other appropriate time; and

(D) is of not less than 2 weeks and not more than 6 weeks in duration.

(2) SELECTION OF STUDENTS.—

(A) IN GENERAL.—Each year, each Congressional Academy shall select between 100 and 300 eligible students to attend the seminar or institute under paragraph (1).

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(B) ELIGIBLE STUDENTS.—A student shall be eligible to attend a seminar or institute offered by a Congressional Academy under this subsection if the student—

(i) is recommended by the student's secondary school principal or other school leader to attend the seminar or institute; and

(ii) will be a secondary school junior or senior in the academic year following attendance at the seminar or institute.

(3) STUDENT STIPENDS.—Each student selected to participate in a seminar or institute under this subsection shall be awarded a fixed stipend based on the length of the seminar or institute to ensure that such student does not incur personal costs associated with the student's participation in the seminar or institute.

(g) MATCHING FUNDS.—

(1) IN GENERAL.—An eligible entity that receives funds under subsection (a) shall provide, toward the cost of the activities assisted under the grant, from non-Federal sources, an amount equal to 100 percent of the amount of the grant.

(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year for an eligible entity if the Secretary determines that applying the matching requirement would result in serious hardship or an inability to carry out the activities described in subsection (e) or (f).

SEC. 2233. [20 U.S.C. 6663] NATIONAL ACTIVITIES.

(a) PURPOSE.—The purpose of this section is to promote new and existing evidence-based strategies to encourage innovative American history, civics and government, and geography instruction, learning strategies, and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low-income students and underserved populations.

(b) IN GENERAL.—From the amounts reserved by the Secretary under section 2231(b)(2), the Secretary shall award grants, on a competitive basis, to eligible entities for the purposes of expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which—

(1) shall—

(A) show potential to improve the quality of student achievement in, and teaching of, American history, civics and government, or geography, in elementary schools and secondary schools; and

(B) demonstrate innovation, scalability, accountability, and a focus on underserved populations; and

(2) may include—

(A) hands-on civic engagement activities for teachers and students; and

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(B) programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

(c) PROGRAM PERIODS AND DIVERSITY OF PROJECTS.—

(1) IN GENERAL.—A grant awarded by the Secretary to an eligible entity under this section shall be for a period of not more than 3 years.

(2) RENEWAL.—The Secretary may renew a grant awarded under this section for 1 additional 2-year period.

(3) DIVERSITY OF PROJECTS.—In awarding grants under this section, the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas.

(d) APPLICATIONS.—In order to receive a grant under this section, an eligible entity shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(e) ELIGIBLE ENTITY.—In this section, the term "eligible entity" means an institution of higher education or other nonprofit or for-profit organization with demonstrated expertise in the development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching.

Subpart 4—Programs of National Significance

SEC. 2241. [20 U.S.C. 6671] FUNDING ALLOTMENT.

From the funds reserved under section 2201(4), the Secretary—

(1) shall use not less than 74 percent to carry out activities under section 2242;

(2) shall use not less than 22 percent to carry out activities under section 2243;

(3) shall use not less than 2 percent to carry out activities under section 2244; and

(4) may reserve not more than 2 percent to carry out activities under section 2245.

SEC. 2242. [20 U.S.C. 6672] SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT.

(a) IN GENERAL.—From the funds reserved by the Secretary under section 2241(1) for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible entities for the purposes of—

(1) providing teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved local educational agencies;

(2) providing evidence-based professional development activities that address literacy, numeracy, remedial, or other needs of local educational agencies and the students the agencies serve;

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(3) providing teachers, principals, or other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through dual or concurrent enrollment programs and early college high school settings across a local educational agency;

(4) making freely available services and learning opportunities to local educational agencies, through partnerships and cooperative agreements or by making the services or opportunities publicly accessible through electronic means; or

(5) providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.

(b) PROGRAM PERIODS AND DIVERSITY OF PROJECTS.—

(1) IN GENERAL.—A grant awarded by the Secretary to an eligible entity under this section shall be for a period of not more than 3 years.

(2) RENEWAL.—The Secretary may renew a grant awarded under this section for 1 additional 2-year period.

(3) DIVERSITY OF PROJECTS.—In awarding grants under this section, the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas.

(4) LIMITATION.—The Secretary shall not award more than 1 grant under this section to an eligible entity during a grant competition.

(c) COST-SHARING.—

(1) IN GENERAL.—An eligible entity that receives a grant under this section shall provide, from non-Federal sources, not less than 25 percent of the funds for the total cost for each year of activities carried out under this section.

(2) ACCEPTABLE CONTRIBUTIONS.—An eligible entity that receives a grant under this section may meet the requirement of paragraph (1) by providing contributions in cash or in kind, fairly evaluated, including plant, equipment, and services.

(3) WAIVERS.—The Secretary may waive or modify the requirement of paragraph (1) in cases of demonstrated financial hardship.

(d) APPLICATIONS.—In order to receive a grant under this section, an eligible entity shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. Such application shall include, at a minimum, a certification that the services provided by an eligible entity under the grant to a local educational agency or to a school served by the local educational agency will not result in direct fees for participating students or parents.

(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an eligible entity that will implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).

(f) DEFINITION OF ELIGIBLE ENTITY.—In this section, the term "eligible entity" means—

(1) an institution of higher education that provides course materials or resources that are evidence-based in increasing

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academic achievement, graduation rates, or rates of postsecondary education matriculation;

(2) a national nonprofit entity with a demonstrated record of raising student academic achievement, graduation rates, and rates of higher education attendance, matriculation, or completion, or of effectiveness in providing preparation and professional development activities and programs for teachers, principals, or other school leaders;

(3) the Bureau of Indian Education; or

(4) a partnership consisting of—

(A) 1 or more entities described in paragraph (1) or (2); and

(B) a for-profit entity.

SEC. 2243. [20 U.S.C. 6673] SCHOOL LEADER RECRUITMENT AND SUPPORT.

(a) IN GENERAL.—From the funds reserved under section 2241(2) for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible entities to enable such entities to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include—

(1) developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;

(2) developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;

(3) developing or implementing programs for recruiting, developing, and placing school leaders to improve schools implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d), including through cohort-based activities that build effective instructional and school leadership teams and develop a school culture, design, instructional program, and professional development program focused on improving student learning;

(4) providing continuous professional development for principals or other school leaders in high-need schools;

(5) developing and disseminating information on best practices and strategies for effective school leadership in high-need schools, such as training and supporting principals to identify, develop, and maintain school leadership teams using various leadership models; and

(6) other evidence-based programs or activities described in section 2101(c)(4) or section 2103(b)(3) focused on principals or other school leaders in high-need schools.

(b) PROGRAM PERIODS AND DIVERSITY OF PROJECTS.—

(1) IN GENERAL.—A grant awarded by the Secretary to an eligible entity under this section shall be for a period of not more than 5 years.

(2) RENEWAL.—The Secretary may renew a grant awarded under this section for 1 additional 2-year period.

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(3) DIVERSITY OF PROJECTS.—In awarding grants under this section, the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas.

(4) LIMITATION.—The Secretary shall not award more than 1 grant under this section to an eligible entity during a grant competition.

(c) COST-SHARING.—

(1) IN GENERAL.—An eligible entity that receives a grant under this section shall provide, from non-Federal sources, not less than 25 percent of the funds for the total cost for each year of activities carried out under this section.

(2) ACCEPTABLE CONTRIBUTIONS.—An eligible entity that receives a grant under this section may meet the requirement of paragraph (1) by providing contributions in cash or in kind, fairly evaluated, including plant, equipment, and services.

(3) WAIVERS.—The Secretary may waive or modify the requirement of paragraph (1) in cases of demonstrated financial hardship.

(d) APPLICATIONS.—An eligible entity that desires a grant under this section shall submit to the Secretary an application at such time, and in such manner, as the Secretary may require.

(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an eligible entity—

(1) with a record of preparing or developing principals who—

(A) have improved school-level student outcomes;

(B) have become principals in high-need schools; and

(C) remain principals in high-need schools for multiple years; and

(2) who will implement evidence-based activities, defined for the purpose of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).

(f) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means—

(A) a local educational agency, including an educational service agency, that serves a high-need school or a consortium of such agencies;

(B) a State educational agency or a consortium of such agencies;

(C) a State educational agency in partnership with 1 or more local educational agencies, or educational service agencies, that serve a high-need school;

(D) the Bureau of Indian Education; or

(E) an entity described in subparagraph (A), (B), (C), or (D) in partnership with 1 or more nonprofit organizations or institutions of higher education.

(2) HIGH-NEED SCHOOL.—The term "high-need school" means—

(A) an elementary school in which not less than 50 percent of the enrolled students are from families with incomes below the poverty line; or

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(B) a secondary school in which not less than 40 percent of the enrolled students are from families with incomes below the poverty line.

SEC. 2244. [20 U.S.C. 6674] TECHNICAL ASSISTANCE AND NATIONAL EVALUATION.

(a) IN GENERAL.—From the funds reserved under section 2241(3) for a fiscal year, the Secretary—

(1) shall establish, in a manner consistent with section 203 of the Educational Technical Assistance Act of 2002 (20 U.S.C. 9602), a comprehensive center on students at risk of not attaining full literacy skills due to a disability that meets the purposes of subsection (b); and

(2) may—

(A) provide technical assistance, which may be carried out directly or through grants or contracts, to States and local educational agencies carrying out activities under this part; and

(B) carry out evaluations of activities by States and local educational agencies under this part, which shall be conducted by a third party or by the Institute of Education Sciences.

(b) PURPOSES.—The comprehensive center established by the Secretary under subsection (a)(1) shall—

(1) identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading or writing, or developmental delay impacting reading, writing, language processing, comprehension, or executive functioning;

(2) identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students;

(3) provide families of such students with information to assist such students;

(4) identify or develop evidence-based professional development for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel to—

(A) understand early indicators of students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading or writing, or developmental delay impacting reading, writing, language processing, comprehension, or executive functioning;

(B) use evidence-based screening assessments for early identification of such students beginning not later than kindergarten; and

(C) implement evidence-based instruction designed to meet the specific needs of such students; and

(5) disseminate the products of the comprehensive center to regionally diverse State educational agencies, local educational agencies, regional educational agencies, and schools, including, as appropriate, through partnerships with other comprehensive centers established under section 203 of the Educational Technical Assistance Act of 2002 (20 U.S.C. 9602), and regional educational laboratories established under section

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174 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9564).

SEC. 2245. [20 U.S.C. 6675] STEM MASTER TEACHER CORPS.

(a) IN GENERAL.—From the funds reserved under section 2241(4) for a fiscal year, the Secretary may award grants to—

(1) State educational agencies to enable such agencies to support the development of a State-wide STEM master teacher corps; or

(2) State educational agencies, or nonprofit organizations in partnership with State educational agencies, to support the implementation, replication, or expansion of effective science, technology, engineering, and mathematics professional development programs in schools across the State through collaboration with school administrators, principals, and STEM educators.

(b) STEM MASTER TEACHER CORPS.—In this section, the term "STEM master teacher corps" means a State-led effort to elevate the status of the science, technology, engineering, and mathematics teaching profession by recognizing, rewarding, attracting, and retaining outstanding science, technology, engineering, and mathematics teachers, particularly in high-need and rural schools, by—

(1) selecting candidates to be master teachers in the corps on the basis of—

(A) content knowledge based on a screening examination; and

(B) pedagogical knowledge of and success in teaching;

(2) offering such teachers opportunities to—

(A) work with one another in scholarly communities; and

(B) participate in and lead high-quality professional development; and

(3) providing such teachers with additional appropriate and substantial compensation for the work described in paragraph (2) and in the master teacher community.

PART C—GENERAL PROVISIONS

SEC. 2301. [20 U.S.C. 6691] SUPPLEMENT, NOT SUPPLANT.

Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

SEC. 2302. [20 U.S.C. 6692] RULES OF CONSTRUCTION.

(a) PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.—Nothing in this title shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's—

(1) instructional content or materials, curriculum, program of instruction, academic standards, or academic assessments;

(2) teacher, principal, or other school leader evaluation system;

(3) specific definition of teacher, principal, or other school leader effectiveness; or

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(4) teacher, principal, or other school leader professional standards, certification, or licensing.

(b) SCHOOL OR DISTRICT EMPLOYEES.—Nothing in this title shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

SEC. 3001. [20 U.S.C. 6801] AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this title—

(1) $756,332,450 for fiscal year 2017;
(2) $769,568,267 for fiscal year 2018;
(3) $784,959,633 for fiscal year 2019; and
(4) $884,959,633 for fiscal year 2020.

PART A—ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

SEC. 3101. [20 U.S.C. 6811] SHORT TITLE.

This part may be cited as the "English Language Acquisition, Language Enhancement, and Academic Achievement Act".

SEC. 3102. [20 U.S.C. 6812] PURPOSES.

The purposes of this part are—

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;

(3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

(4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

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(5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Subpart 1—Grants and Subgrants for English Language Acquisition and Language Enhancement

SEC. 3111. [20 U.S.C. 6821] FORMULA GRANTS TO STATES.

(a) IN GENERAL.—In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 3113, the Secretary shall make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).

(b) USE OF FUNDS.—

(1) SUBGRANTS TO ELIGIBLE ENTITIES.—The Secretary may make a grant under subsection (a) only if the State educational agency involved agrees to expend at least 95 percent of the State educational agency's allotment under subsection (c) for a fiscal year—

(A) to award subgrants, from allocations under section 3114, to eligible entities to carry out the activities described in section 3115 (other than subsection (e)); and

(B) to award subgrants under section 3114(d)(1) to eligible entities that are described in that section to carry out the activities described in section 3115(e).

(2) STATE ACTIVITIES.—Subject to paragraph (3), each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency's allotment under subsection (c) to carry out one or more of the following activities:

(A) Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

(B) Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators in—

(i) meeting State and local certification and licensing requirements for teaching English learners; and

(ii) improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners.

(C) Planning, evaluation, administration, and interagency coordination related to the subgrants referred to in paragraph (1).

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(D) Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, including assistance in—

(i) identifying and implementing effective language instruction educational programs and curricula for teaching English learners;

(ii) helping English learners meet the same challenging State academic standards that all children are expected to meet;

(iii) identifying or developing, and implementing, measures of English proficiency; and

(iv) strengthening and increasing parent, family, and community engagement in programs that serve English learners.

(E) Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of English learners in meeting—

(i) the State-designed long-term goals established under section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessment under section 1111(b)(2)(G); and

(ii) the challenging State academic standards.

(3) DIRECT ADMINISTRATIVE EXPENSES.—From the amount reserved under paragraph (2), a State educational agency may use not more than 50 percent of such amount or $175,000, whichever is greater, for the planning and direct administrative costs of carrying out paragraphs (1) and (2).

(c) RESERVATIONS AND ALLOTMENTS.—

(1) RESERVATIONS.—From the amount appropriated under section 3001 for each fiscal year, the Secretary shall reserve—

(A) 0.5 percent or $5,000,000 of such amount, whichever is greater, for payments to eligible entities that are defined under section 3112(a) for activities, approved by the Secretary, consistent with this subpart;

(B) 0.5 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs for assistance under this subpart, as determined by the Secretary, for activities, approved by the Secretary, consistent with this subpart; and

(C) 6.5 percent of such amount for national activities under sections 3131 and 3202, except that not more than $2,000,000 of such amount may be reserved for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs described in section 3202.

(2) STATE ALLOTMENTS.—

(A) IN GENERAL.—Except as provided in subparagraph (B), from the amount appropriated under section 3001 for each fiscal year that remains after making the reservations under paragraph (1), the Secretary shall allot to each

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State educational agency having a plan approved under section 3113(c)—

(i) an amount that bears the same relationship to 80 percent of the remainder as the number of English learners in the State bears to the number of English learners in all States, as determined in accordance with paragraph (3)(A); and

(ii) an amount that bears the same relationship to 20 percent of the remainder as the number of immigrant children and youth in the State bears to the number of such children and youth in all States, as determined in accordance with paragraph (3)(B).

(B) MINIMUM ALLOTMENTS.—No State educational agency shall receive an allotment under this paragraph that is less than $500,000.

(C) REALLOTMENT.—If any State educational agency described in subparagraph (A) does not submit a plan to the Secretary for a fiscal year, or submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of this subpart, the Secretary—

(i) shall endeavor to make the State's allotment available on a competitive basis to specially qualified agencies within the State to satisfy the requirements of section 3115 (and any additional requirements that the Secretary may impose), consistent with the purposes of such section, and to carry out required and authorized activities under such section; and

(ii) shall reallot any portion of such allotment remaining after the application of clause (i) to the remaining State educational agencies in accordance with subparagraph (A).

(D) SPECIAL RULE FOR PUERTO RICO.—The total amount allotted to Puerto Rico for any fiscal year under subparagraph (A) shall not exceed 0.5 percent of the total amount allotted to all States for that fiscal year.

(3) USE OF DATA FOR DETERMINATIONS.—In making State allotments under paragraph (2) for each fiscal year, the Secretary shall—

(A) determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be—

(i) data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates;

(ii) the number of students being assessed for English language proficiency, based on the State's English language proficiency assessment under section 1111(b)(2)(G), which may be multiyear estimates; or

(iii) a combination of data available under clauses (i) and (ii); and

(B) determine the number of immigrant children and youth in the State and in all States based only on data available from the American Community Survey conducted

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by the Department of Commerce, which may be multiyear estimates.

SEC. 3112. [20 U.S.C. 6822] NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL.

(a) ELIGIBLE ENTITIES.—For the purpose of carrying out programs under this part for individuals served by elementary schools, secondary schools, and postsecondary schools operated predominately for Native American children (including Alaska Native children), the following shall be considered to be an eligible entity:

(1) An Indian tribe.

(2) A tribally sanctioned educational authority.

(3) A Native Hawaiian or Native American Pacific Islander native language educational organization.

(4) An elementary school or secondary school that is operated or funded by the Bureau of Indian Education, or a consortium of such schools.

(5) An elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Education, in consortium with another such school or a tribal or community organization.

(6) An elementary school or secondary school operated by the Bureau of Indian Education and an institution of higher education, in consortium with an elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Education or a tribal or community organization.

(b) SUBMISSION OF APPLICATIONS FOR ASSISTANCE.—Notwithstanding any other provision of this part, an entity that is considered to be an eligible entity under subsection (a), and that desires to receive Federal financial assistance under this subpart, shall submit an application to the Secretary.

(c) SPECIAL RULE.—An eligible entity described in subsection (a) that receives Federal financial assistance pursuant to this section shall not be eligible to receive a subgrant under section 3114.

SEC. 3113. [20 U.S.C. 6823] STATE AND SPECIALLY QUALIFIED AGENCY PLANS.

(a) PLAN REQUIRED.—Each State educational agency and specially qualified agency desiring a grant under this subpart shall submit a plan to the Secretary at such time and in such manner as the Secretary may require.

(b) CONTENTS.—Each plan submitted under subsection (a) shall—

(1) describe the process that the agency will use in awarding subgrants to eligible entities under section 3114(d)(1);

(2) describe how the agency will establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State;

(3) provide an assurance that—

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(A) the agency will ensure that eligible entities receiving a subgrant under this subpart comply with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English;

(B) the agency will ensure that eligible entities receiving a subgrant under this subpart annually assess the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G);

(C) in awarding subgrants under section 3114, the agency will address the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools;

(D) subgrants to eligible entities under section 3114(d)(1) will be of sufficient size and scope to allow such entities to carry out effective language instruction educational programs for English learners;

(E) the agency will require an eligible entity receiving a subgrant under this subpart to use the subgrant in ways that will build such recipient's capacity to continue to offer effective language instruction educational programs that assist English learners in meeting challenging State academic standards;

(F) the agency will monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements; and

(G) the plan has been developed in consultation with local educational agencies, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders;

(4) describe how the agency will coordinate its programs and activities under this subpart with other programs and activities under this Act and other Acts, as appropriate;

(5) describe how each eligible entity will be given the flexibility to teach English learners—

(A) using a high-quality, effective language instruction curriculum for teaching English learners; and

(B) in the manner the eligible entity determines to be the most effective;

(6) describe how the agency will assist eligible entities in meeting—

(A) the State-designed long-term goals established under section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessment under section 1111(b)(2)(G); and

(B) the challenging State academic standards;

(7) describe how the agency will meet the unique needs of children and youth in the State being served through the reservation of funds under section 3114(d); and

(8) describe—

(A) how the agency will monitor the progress of each eligible entity receiving a subgrant under this subpart in helping English learners achieve English proficiency; and

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(B) the steps the agency will take to further assist eligible entities if the strategies funded under this subpart are not effective, such as providing technical assistance and modifying such strategies.

(c) APPROVAL.—The Secretary, after using a peer review process, shall approve a plan submitted under subsection (a) if the plan meets the requirements of this section.

(d) DURATION OF PLAN.—

(1) IN GENERAL.—Each plan submitted by a State educational agency or specially qualified agency and approved under subsection (c) shall—

(A) remain in effect for the duration of the agency's participation under this subpart; and

(B) be periodically reviewed and revised by the agency, as necessary, to reflect changes to the agency's strategies and programs carried out under this subpart.

(2) ADDITIONAL INFORMATION.—

(A) AMENDMENTS.—If the State educational agency or specially qualified agency amends the plan, the agency shall submit such amendment to the Secretary.

(B) APPROVAL.—The Secretary shall approve such amendment to an approved plan, unless the Secretary determines that the amendment will result in the agency not meeting the requirements, or fulfilling the purposes, of this subpart.

(e) CONSOLIDATED PLAN.—A plan submitted under subsection (a) may be submitted as part of a consolidated plan under section 8302.

(f) SECRETARY ASSISTANCE.—The Secretary shall provide technical assistance, if requested by the State, in the development of English proficiency standards and assessments.

SEC. 3114. [20 U.S.C. 6824] WITHIN-STATE ALLOCATIONS.

(a) IN GENERAL.—After making the reservation required under subsection (d)(1), each State educational agency receiving a grant under section 3111(c)(2) shall award subgrants for a fiscal year by allocating in a timely manner to each eligible entity in the State having a plan approved under section 3116 an amount that bears the same relationship to the amount received under the grant and remaining after making such reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

(b) LIMITATION.—A State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant would be less than $10,000.

(c) REALLOCATION.—Whenever a State educational agency determines that an amount from an allocation made to an eligible entity under subsection (a) for a fiscal year will not be used by the entity for the purpose for which the allocation was made, the agency shall, in accordance with such rules as it determines to be appropriate, reallocate such amount, consistent with such subsection, to other eligible entities in the State that the agency determines will use the amount to carry out that purpose.

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(d) REQUIRED RESERVATION.—A State educational agency receiving a grant under this subpart for a fiscal year—

(1) shall reserve not more than 15 percent of the agency's allotment under section 3111(c)(2) to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities; and

(2) in awarding subgrants under paragraph (1)—

(A) shall equally consider eligible entities that satisfy the requirement of such paragraph but have limited or no experience in serving immigrant children and youth; and

(B) shall consider the quality of each local plan under section 3116 and ensure that each subgrant is of sufficient size and scope to meet the purposes of this part.

SEC. 3115. [20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES.

(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

(1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

(2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

(3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(b) DIRECT ADMINISTRATIVE EXPENSES.—Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not

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more than 2 percent of such funds for the cost of administering this subpart.

(c) REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 3114(a) shall use the funds—

(1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—

(A) English language proficiency; and

(B) student academic achievement;

(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—

(A) designed to improve the instruction and assessment of English learners;

(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

(C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.

(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—Subject to subsection (c), an eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the purposes described in subsection (a) by undertaking 1 or more of the following activities:

(1) Upgrading program objectives and effective instructional strategies.

(2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

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(3) Providing to English learners—

(A) tutorials and academic or career and technical education; and

(B) intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.

(4) Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving the English language proficiency and academic achievement of English learners.

(6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—

(A) to improve the English language skills of English learners; and

(B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

(7) Improving the instruction of English learners, which may include English learners with a disability, by providing for—

(A) the acquisition or development of educational technology or instructional materials;

(B) access to, and participation in, electronic networks for materials, training, and communication; and

(C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.

(8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

(9) Carrying out other activities that are consistent with the purposes of this section.

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

(1) IN GENERAL.—An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

(B) recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

(D) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;

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(E) basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;

(F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

(2) DURATION OF SUBGRANTS.—The duration of a subgrant made by a State educational agency under section 3114(d)(1) shall be determined by the agency in its discretion.

(f) SELECTION OF METHOD OF INSTRUCTION.—

(1) IN GENERAL.—To receive a subgrant from a State educational agency under this subpart, an eligible entity shall select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards.

(2) CONSISTENCY.—The selection described in paragraph (1) shall be consistent with sections 3124 through 3126.

(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

SEC. 3116. [20 U.S.C. 6826] LOCAL PLANS.

(a) PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(b) CONTENTS.—Each plan submitted under subsection (a) shall—

(1) describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;

(2) describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in—

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(A) achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards;

(3) describe how the eligible entity will promote parent, family, and community engagement in the education of English learners;

(4) contain assurances that—

(A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;

(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

(C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

(c) TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

Subpart 2—Accountability and Administration

SEC. 3121. [20 U.S.C. 6841] REPORTING.

(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;

(2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

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(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);

(4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

(5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and

(7) any other information that the State educational agency may require.

(b) USE OF REPORT.—A report provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency for improvement of programs and activities under this part.

(c) SPECIAL RULE FOR SPECIALLY QUALIFIED AGENCIES.—Each specially qualified agency receiving a grant under subpart 1 shall provide the reports described in subsection (a) to the Secretary subject to the same requirements as apply to eligible entities providing such evaluations to State educational agencies under such subsection.

SEC. 3122. [20 U.S.C. 6843] BIENNIAL REPORTS.

(a) STATES.—Based upon the reports provided to a State educational agency under section 3121, each such agency that receives a grant under this part shall prepare and submit every second year to the Secretary a report on programs and activities carried out by the State educational agency under this part and the effectiveness of such programs and activities in improving the education provided to English learners.

(b) SECRETARY.—Every second year, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

(1) on programs and activities carried out to serve English learners under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of English learners;

(2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this part to teach English learners;

(3) containing a critical synthesis of data reported by eligible entities to States under section 3121(a);

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(4) containing a description of technical assistance and other assistance provided by State educational agencies under section 3111(b)(2)(D);

(5) containing an estimate of the number of certified or licensed teachers working in language instruction educational programs and educating English learners, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;

(6) containing the findings of the most recent evaluation related to English learners carried out under section 8601;

(7) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;

(8) containing the number of English learners served by eligible entities receiving funding under this part who were transitioned out of language instruction educational programs funded under this part; and

(9) containing other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary under this part when applicable.

SEC. 3123. [20 U.S.C. 6844] COORDINATION WITH RELATED PROGRAMS.

In order to maximize Federal efforts aimed at serving the educational needs of English learners, the Secretary shall coordinate and ensure close cooperation with other entities carrying out programs serving language-minority and English learners that are administered by the Department and other agencies. The Secretary shall report to the Congress on parallel Federal programs in other agencies and departments.

SEC. 3124. [20 U.S.C. 6845] RULES OF CONSTRUCTION.

Nothing in this part shall be construed—

(1) to prohibit a local educational agency from serving English learners simultaneously with children with similar educational needs, in the same educational settings where appropriate;

(2) to require a State or a local educational agency to establish, continue, or eliminate any particular type of instructional program for English learners; or

(3) to limit the preservation or use of Native American languages.

SEC. 3125. [20 U.S.C. 6846] LEGAL AUTHORITY UNDER STATE LAW.

Nothing in this part shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over programs that are under the jurisdiction of the State agency, entity, or official.

SEC. 3126. [20 U.S.C. 6847] CIVIL RIGHTS.

Nothing in this part shall be construed in a manner inconsistent with any Federal law guaranteeing a civil right.

SEC. 3127. [20 U.S.C. 6848] PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

Notwithstanding any other provision of this part, programs authorized under this part that serve Native American (including Native American Pacific Islander) children and children in the Com-

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monwealth of Puerto Rico may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.

SEC. 3128. [20 U.S.C. 6849] PROHIBITION.

In carrying out this part, the Secretary shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating English learners.

Subpart 3—National Activities

SEC. 3131. [20 U.S.C. 6861] NATIONAL PROFESSIONAL DEVELOPMENT PROJECT.

The Secretary shall use funds made available under section 3111(c)(1)(C) to award grants on a competitive basis, for a period of not more than 5 years, to institutions of higher education or public or private entities with relevant experience and capacity (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for English learners and assist educational personnel working with English learners to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve English learners. Grants awarded under this section may be used—

(1) for effective preservice or inservice professional development programs that will improve the qualifications and skills of educational personnel involved in the education of English learners, including personnel who are not certified or licensed and educational paraprofessionals, and for other activities to increase teacher and school leader effectiveness in meeting the needs of English learners;

(2) for the development of curricula or other instructional strategies appropriate to the needs of the consortia participants involved;

(3) to support strategies that strengthen and increase parent, family, and community member engagement in the education of English learners;

(4) to develop, share, and disseminate effective practices in the instruction of English learners and in increasing the student academic achievement of English learners, such as through the use of technology-based programs;

(5) in conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve English learners; and

(6) as appropriate, to support strategies that promote school readiness of English learners and their transition from

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early childhood education programs, such as Head Start or State-run preschool programs, to elementary school programs.

PART B—GENERAL PROVISIONS

SEC. 3201. [20 U.S.C. 7011] DEFINITIONS.

Except as otherwise provided, in this title:

(1) CHILD.—The term "child" means any individual aged 3 through 21.

(2) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.

(3) ELIGIBLE ENTITY.—The term "eligible entity" means—

(A) one or more local educational agencies; or

(B) one or more local educational agencies, in consortia or collaboration with an institution of higher education, educational service agency, community-based organization, or State educational agency.

(4) ENGLISH LEARNER WITH A DISABILITY.—The term "English learner with a disability" means an English learner who is also a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act.

(5) IMMIGRANT CHILDREN AND YOUTH.—The term "immigrant children and youth" means individuals who—

(A) are aged 3 through 21;

(B) were not born in any State; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

(6) INDIAN TRIBE.—The term "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

(7) LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM.—The term "language instruction educational program" means an instruction course—

(A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and

(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is

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designed to enable all participating children to become proficient in English and a second language.

(8) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms "Native American" and "Native American language" shall have the meanings given such terms in section 103 of the Native American Languages Act.

(9) NATIVE HAWAIIAN OR NATIVE AMERICAN PACIFIC ISLANDER NATIVE LANGUAGE EDUCATIONAL ORGANIZATION.—The term "Native Hawaiian or Native American Pacific Islander native language educational organization" means a nonprofit organization with—

(A) a majority of its governing board and employees consisting of fluent speakers of the traditional Native American languages used in the organization's educational programs; and

(B) not less than 5 years successful experience in providing educational services in traditional Native American languages.

(10) NATIVE LANGUAGE.—The term "native language", when used with reference to an individual of limited English proficiency, means—

(A) the language normally used by such individual; or

(B) in the case of a child or youth, the language normally used by the parents of the child or youth.

(11) PARAPROFESSIONAL.—The term "paraprofessional" means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

(12) SPECIALLY QUALIFIED AGENCY.—The term "specially qualified agency" means an eligible entity in a State whose State educational agency—

(A) does not participate in a program under subpart 1 of part A for a fiscal year; or

(B) submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of such subpart.

(13) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(14) TRIBALLY SANCTIONED EDUCATIONAL AUTHORITY.—The term "tribally sanctioned educational authority" means—

(A) any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe; and

(B) any nonprofit institution or organization that is—

(i) chartered by the governing body of an Indian tribe to operate a school described in section 3112(a) or otherwise to oversee the delivery of educational services to members of the tribe; and

(ii) approved by the Secretary for the purpose of carrying out programs under subpart 1 of part A for

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individuals served by a school described in section 3112(a).

SEC. 3202. [20 U.S.C. 7013] NATIONAL CLEARINGHOUSE.

(a) IN GENERAL.—The Secretary shall establish and support the operation of a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, which shall collect, analyze, synthesize, and disseminate information about language instruction educational programs for English learners, and related programs. The National Clearinghouse shall—

(1) be administered as an adjunct clearinghouse of the Educational Resources Information Center Clearinghouses system supported by the Institute of Education Sciences;

(2) coordinate activities with Federal data and information clearinghouses and entities operating Federal dissemination networks and systems;

(3) develop a system for improving the operation and effectiveness of federally funded language instruction educational programs;

(4) collect and disseminate information on—

(A) educational research and processes related to the education of English learners, including English learners with a disability, that includes information on best practices on instructing and serving English learners; and

(B) accountability systems that monitor the academic progress of English learners in language instruction educational programs, including information on academic content and English proficiency assessments for language instruction educational programs; and

(5) publish, on an annual basis, a list of grant recipients under this title.

(b) CONSTRUCTION.—Nothing in this section shall authorize the Secretary to hire additional personnel to execute subsection (a).

SEC. 3203. [20 U.S.C. 7014] REGULATIONS.

In developing regulations under this title, the Secretary shall consult with State educational agencies and local educational agencies, organizations representing English learners, and organizations representing teachers and other personnel involved in the education of English learners.

TITLE IV—21ST CENTURY SCHOOLS

PART A—STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

SEC. 4001. [20 U.S.C. 7101] GENERAL PROVISIONS.

(a) PARENTAL CONSENT.—

(1) IN GENERAL.—

(A) INFORMED WRITTEN CONSENT.—A State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to par-

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ticipate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.

(B) CONTENTS.—Before obtaining the consent described in subparagraph (A), the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

(C) LIMITATION.—The informed written consent required under this paragraph shall not be a waiver of any rights or protections under section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

(2) EXCEPTION.—Notwithstanding paragraph (1)(A), the written, informed consent described in such paragraph shall not be required in—

(A) an emergency, where it is necessary to protect the immediate health and safety of the child, other children, or entity personnel; or

(B) other instances in which an entity actively seeks parental consent but such consent cannot be reasonably obtained, as determined by the State or local educational agency, including in the case of—

(i) a child whose parent has not responded to the notice described in paragraph (1)(B); or

(ii) a child who has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

(b) PROHIBITED USE OF FUNDS.—No funds under this title may be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.

(c) PROHIBITION ON MANDATORY MEDICATION.—No child shall be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of—

(1) receiving an evaluation or other service described under this title; or

(2) attending a school receiving assistance under this title.

Subpart 1—Student Support and Academic Enrichment Grants

SEC. 4101. [20 U.S.C. 7111] PURPOSE.

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

(1) provide all students with access to a well-rounded education;

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(2) improve school conditions for student learning; and

(3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

SEC. 4102. [20 U.S.C. 7112] DEFINITIONS.

In this subpart:

(1) BLENDED LEARNING.—The term "blended learning" means a formal education program that leverages both technology-based and face-to-face instructional approaches—

(A) that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and

(B) in which students are provided some control over time, path, or pace.

(2) CONTROLLED SUBSTANCE.—The term "controlled substance" means a drug or other substance identified under Schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(3) DIGITAL LEARNING.—The term "digital learning" means any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including—

(A) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;

(B) access to online databases and other primary source documents;

(C) the use of data and information to personalize learning and provide targeted supplementary instruction;

(D) online and computer-based assessments;

(E) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;

(F) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and

(G) access to online course opportunities for students in rural or remote areas.

(4) DRUG.—The term "drug" includes—

(A) controlled substances;

(B) the illegal use of alcohol or tobacco, including smokeless tobacco products and electronic cigarettes; and

(C) the harmful, abusive, or addictive use of substances, including inhalants and anabolic steroids.

(5) DRUG AND VIOLENCE PREVENTION.—The term "drug and violence prevention" means—

(A) with respect to drugs, prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence-based (to the extent a State, in consultation with

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local educational agencies in the State, determines that such evidence is reasonably available); and

(B) with respect to violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.

(6) SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDER.—The term "school-based mental health services provider" includes a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.

(7) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(8) STEM-FOCUSED SPECIALTY SCHOOL.—The term "STEM-focused specialty school" means a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on science, technology, engineering, and mathematics, including computer science, which include authentic schoolwide research.

SEC. 4103. [20 U.S.C. 7113] FORMULA GRANTS TO STATES.

(a) RESERVATIONS.—From the total amount appropriated under section 4112 for a fiscal year, the Secretary shall reserve—

(1) one-half of 1 percent for allotments for payments to the outlying areas, to be distributed among those outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this subpart;

(2) one-half of 1 percent for the Secretary of the Interior for programs under this subpart in schools operated or funded by the Bureau of Indian Education; and

(3) 2 percent for technical assistance and capacity building.

(b) STATE ALLOTMENTS.—

(1) ALLOTMENT.—

(A) IN GENERAL.—Subject to subparagraphs (B) and (C), from the amount appropriated to carry out this subpart that remains after the Secretary makes the reservations under subsection (a), the Secretary shall allot to each State having a plan approved under subsection (c), an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year.

(B) SMALL STATE MINIMUM.—No State receiving an allotment under this paragraph shall receive less than one-

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half of 1 percent of the total amount allotted under this paragraph.

(C) PUERTO RICO.—The amount allotted under this paragraph to the Commonwealth of Puerto Rico for a fiscal year may not exceed one-half of 1 percent of the total amount allotted under this paragraph.

(2) REALLOTMENT.—If a State does not receive an allotment under this subpart for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this subsection.

(c) STATE PLAN.—

(1) IN GENERAL.—In order to receive an allotment under this section for any fiscal year, a State shall submit a plan to the Secretary, at such time and in such manner as the Secretary may reasonably require.

(2) CONTENTS.—Each plan submitted by a State under this section shall include the following:

(A) A description of how the State educational agency will use funds received under this subpart for State-level activities.

(B) A description of how the State educational agency will ensure that awards made to local educational agencies under this subpart are in amounts that are consistent with section 4105(a)(2).

(C) Assurances that the State educational agency will—

(i) review existing resources and programs across the State and will coordinate any new plans and resources under this subpart with such existing resources and programs;

(ii) monitor the implementation of activities under this subpart and provide technical assistance to local educational agencies in carrying out such activities; and

(iii) provide for equitable access for all students to the activities supported under this subpart, including aligning those activities with the requirements of other Federal laws.

SEC. 4104. [20 U.S.C. 7114] STATE USE OF FUNDS.

(a) IN GENERAL.—Each State that receives an allotment under section 4103 for a fiscal year shall—

(1) reserve not less than 95 percent of the allotment to make allocations to local educational agencies under section 4105;

(2) reserve not more than 1 percent of the allotment for the administrative costs of carrying out its responsibilities under this subpart, including public reporting on how funds made available under this subpart are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section 4106(e)(1)(E); and

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(3) use the amount made available to the State and not reserved under paragraphs (1) and (2) for activities described in subsection (b).

(b) STATE ACTIVITIES.—Each State that receives an allotment under section 4103 shall use the funds available under subsection (a)(3) for activities and programs designed to meet the purposes of this subpart, which may include—

(1) providing monitoring of, and training, technical assistance, and capacity building to, local educational agencies that receive an allotment under section 4105;

(2) identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart, so that local educational agencies can better coordinate with other agencies, schools, and community-based services and programs; or

(3) supporting local educational agencies in providing programs and activities that—

(A) offer well-rounded educational experiences to all students, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include—

(i) increasing student access to and improving student engagement and achievement in—

(I) high-quality courses in science, technology, engineering, and mathematics, including computer science;

(II) activities and programs in music and the arts;

(III) foreign languages;

(IV) accelerated learning programs that provide—

(aa) postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools; or

(bb) postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate programs;

(V) American history, civics, economics, geography, social studies, or government education;

(VI) environmental education; or

(VII) other courses, activities, and programs or other experiences that contribute to a well-rounded education; or

(ii) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, as described in clause (i)(IV);

(B) foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108, which may include—

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(i) coordinating with any local educational agencies or consortia of such agencies implementing a youth PROMISE plan to reduce exclusionary discipline, as described in section 4108(5)(F);

(ii) supporting local educational agencies to—

(I) implement mental health awareness training programs that are evidence-based (to the extent the State determines that such evidence is reasonably available) to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness; or

(II) expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs;

(iii) providing local educational agencies with resources that are evidence-based (to the extent the State determines that such evidence is reasonably available) addressing ways to integrate health and safety practices into school or athletic programs; and

(iv) disseminating best practices and evaluating program outcomes relating to any local educational agency activities to promote student safety and violence prevention through effective communication as described in section 4108(5)(C)(iv); and

(C) increase access to personalized, rigorous learning experiences supported by technology by—

(i) providing technical assistance to local educational agencies to improve the ability of local educational agencies to—

(I) identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the local educational agency, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security;

(II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners; and

(III) build capacity for principals, other school leaders, and local educational agency administrators to support teachers in using data and technology to improve instruction and personalize learning;

(ii) supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;

(iii) developing or using strategies that are innovative or evidence-based (to the extent the State deter-

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mines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102));

(iv) disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications, including through making such promising practices publicly available on the website of the State educational agency;

(v) providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement, which may include coordination with teacher, principal, and other school leader preparation programs; and

(vi) making instructional content widely available through open educational resources, which may include providing tools and processes to support local educational agencies in making such resources widely available.

(c) SPECIAL RULE.—A State that receives a grant under this subpart for fiscal year 2017 may use the amount made available to the State and not reserved under paragraphs (1) and (2) of subsection (a) for such fiscal year to cover part or all of the fees for accelerated learning examinations taken by low-income students during the 2016-2017 school year, in accordance with subsection (b)(3)(A)(ii).

SEC. 4105. [20 U.S.C. 7115] ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.

(a) ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—From the funds reserved by a State under section 4104(a)(1), the State shall allocate to each local educational agency in the State that has an application approved by the State educational agency under section 4106 an amount that bears the same relationship to the total amount of such reservation as the amount the local educational agency received under subpart 2 of part A of title I for the preceding fiscal year bears to the total amount received by all local educational agencies in the State under such subpart for the preceding fiscal year.

(2) MINIMUM LOCAL EDUCATIONAL AGENCY ALLOCATION.—No allocation to a local educational agency under this subsection may be made in an amount that is less than $10,000, subject to subsection (b).

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(3) CONSORTIA.—Local educational agencies in a State may form a consortium with other surrounding local educational agencies and combine the funds each such agency in the consortium receives under this section to jointly carry out the local activities described in this subpart.

(b) RATABLE REDUCTION.—If the amount reserved by the State under section 4104(a)(1) is insufficient to make allocations to local educational agencies in an amount equal to the minimum allocation described in subsection (a)(2), such allocations shall be ratably reduced.

(c) ADMINISTRATIVE COSTS.—Of the amount received under subsection (a)(2), a local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency's responsibilities under this subpart.

SEC. 4106. [20 U.S.C. 7116] LOCAL EDUCATIONAL AGENCY APPLICATIONS.

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

(1) submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and

(2) complete a needs assessment in accordance with subsection (d).

(b) CONSORTIUM.—If a local educational agency desires to carry out the activities described in this subpart in consortium with one or more surrounding local educational agencies as described in section 4105(a)(3), such local educational agencies shall submit a single application as required under subsection (a).

(c) CONSULTATION.—

(1) IN GENERAL.—A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.

(2) CONTINUED CONSULTATION.—The local educational agency, or consortium of such agencies, shall engage in continued consultation with the entities described in paragraph (1) in order to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

(d) NEEDS ASSESSMENT.—

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(1) IN GENERAL.—Except as provided in paragraph (2) and prior to receiving an allocation under this subpart, a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of—

(A) access to, and opportunities for, a well-rounded education for all students;

(B) school conditions for student learning in order to create a healthy and safe school environment; and

(C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

(2) EXCEPTION.—A local educational agency receiving an allocation under section 4105(a) in an amount that is less than $30,000 shall not be required to conduct a comprehensive needs assessment under paragraph (1).

(3) FREQUENCY OF NEEDS ASSESSMENT.—Each local educational agency, or consortium of local educational agencies, shall conduct the needs assessment described in paragraph (1) once every 3 years.

(e) CONTENTS OF LOCAL APPLICATION.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:

(1) DESCRIPTIONS.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of—

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109; and

(E) the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

(2) ASSURANCES.—Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

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(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;

(ii) have the highest percentages or numbers of children counted under section 1124(c);

(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);

(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or

(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) comply with section 8501 (regarding equitable participation by private school children and teachers);

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

(f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

SEC. 4107. [20 U.S.C. 7117] ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.

(a) IN GENERAL.—Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—

(1) are coordinated with other schools and community-based services and programs;

(2) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section; and

(3) may include programs and activities, such as—

(A) college and career guidance and counseling programs, such as—

(i) postsecondary education and career awareness and exploration activities;

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(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and

(iii) financial literacy and Federal financial aid awareness activities;

(B) programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;

(C) programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as "STEM subjects") such as—

(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses;

(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);

(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;

(iv) supporting the creation and enhancement of STEM-focused specialty schools;

(v) facilitating collaboration among school, afterschool program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; and

(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;

(D) efforts to raise student academic achievement through accelerated learning programs described in section 4104(b)(3)(A)(i)(IV), such as—

(i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or

(ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;

(E) activities to promote the development, implementation, and strengthening of programs to teach traditional

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American history, civics, economics, geography, or government education;

(F) foreign language instruction;

(G) environmental education;

(H) programs and activities that promote volunteerism and community involvement;

(I) programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or

(J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

(b) SPECIAL RULE.—A local educational agency, or consortium of such agencies, that receives a subgrant under this subpart for fiscal year 2017 may use such funds to cover part or all of the fees for accelerated learning examinations taken by low-income students during the 2016-2017 school year, in accordance with subsection (a)(3)(D).

SEC. 4108. [20 U.S.C. 7118] ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS.

Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—

(1) are coordinated with other schools and community-based services and programs;

(2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement;

(3) promote the involvement of parents in the activity or program;

(4) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and

(5) may include, among other programs and activities—

(A) drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—

(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and

(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;

(B) in accordance with sections 4001 and 4111—

(i) school-based mental health services, including early identification of mental health symptoms, drug

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use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and

(ii) school-based mental health services partnership programs that—

(I) are conducted in partnership with a public or private mental health entity or health care entity; and

(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—

(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);

(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and

(cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise;

(C) programs or activities that—

(i) integrate health and safety practices into school or athletic programs;

(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;

(iii) help prevent bullying and harassment;

(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;

(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;

(vi) establish or improve school dropout and reentry programs; or

(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by pro-

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viding integrated systems of student and family supports;

(D) high-quality training for school personnel, including specialized instructional support personnel, related to—

(i) suicide prevention;

(ii) effective and trauma-informed practices in classroom management;

(iii) crisis management and conflict resolution techniques;

(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));

(v) school-based violence prevention strategies;

(vi) drug abuse prevention, including educating children facing substance abuse at home; and

(vii) bullying and harassment prevention;

(E) in accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—

(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and

(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;

(F) designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—

(i) is consistent with best practices;

(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and

(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"; or

(G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;

(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—

(i) establishing partnerships within the community to provide resources and support for schools;

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(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and

(iii) strengthening relationships between schools and communities; or

(I) pay for success initiatives aligned with the purposes of this section.

SEC. 4109. [20 U.S.C. 7119] ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY.

(a) USES OF FUNDS.—Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4015(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of such agency or consortium that are identified in the needs assessment conducted under section 4106(d) (if applicable), which may include—

(1) providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—

(A) personalize learning to improve student academic achievement;

(B) discover, adapt, and share relevant high-quality educational resources;

(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and

(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning;

(2) building technological capacity and infrastructure, which may include—

(A) procuring content and ensuring content quality; and

(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls;

(3) developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;

(4) carrying out blended learning projects, which shall include—

(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or

(B) ongoing professional development for teachers, principals, other school leaders, or other personnel in-

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volved in the project that is designed to support the implementation and academic success of the project;

(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and

(6) providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

(b) SPECIAL RULE.—A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).

SEC. 4110. [20 U.S.C. 7120] SUPPLEMENT, NOT SUPPLANT.

Funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

SEC. 4111. [20 U.S.C. 7121] RULE OF CONSTRUCTION.

Nothing in this subpart may be construed to—

(1) authorize activities or programming that encourages teenage sexual activity; or

(2) prohibit effective activities or programming that meet the requirements of section 8526.

SEC. 4112. [20 U.S.C. 7122] AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—There are authorized to be appropriated to carry out this subpart $1,650,000,000 for fiscal year 2017 and $1,600,000,000 for each of fiscal years 2018 through 2020.

(b) FORWARD FUNDING.—Section 420 of the General Education Provisions Act (20 U.S.C. 1223) shall apply to this subpart.

Subpart 2—Internet Safety

SEC. 4121. [20 U.S.C. 7131] INTERNET SAFETY.

(a) IN GENERAL.—No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;

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(ii) child pornography; or

(iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene; or

(ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(b) TIMING AND APPLICABILITY OF IMPLEMENTATION.—

(1) IN GENERAL.—The local educational agency with responsibility for a school covered by subsection (a) shall certify the compliance of such school with the requirements of subsection (a) as part of the application process for the next program funding year under this Act following December 21, 2000, and for each subsequent program funding year thereafter.

(2) PROCESS.—

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

(B) SCHOOLS WITHOUT INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—

(i) CERTIFICATION.—A local educational agency with responsibility for a school covered by subsection (a) that does not have in place an Internet safety policy meeting the requirements of subsection (a)—

(I) for the first program year after December 21, 2000, in which the local educational agency is applying for funds for such school under this Act, shall certify that it is undertaking such actions, including any necessary procurement procedures, to put in place an Internet safety policy that meets such requirements; and

(II) for the second program year after December 21, 2000, in which the local educational agency is applying for funds for such school under this Act, shall certify that such school is in compliance with such requirements.

(ii) INELIGIBILITY.—Any school covered by subsection (a) for which the local educational agency concerned is unable to certify compliance with such requirements in such second program year shall be ineligible for all funding under this part for such second program year and all subsequent program years until

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such time as such school comes into compliance with such requirements.

(C) WAIVERS.—Any school subject to a certification under subparagraph (B)(i)(II) for which the local educational agency concerned cannot make the certification otherwise required by that subparagraph may seek a waiver of that subparagraph if State or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification otherwise required by that subparagraph. The local educational agency concerned shall notify the Secretary of the applicability of that subparagraph to the school. Such notice shall certify that the school will be brought into compliance with the requirements in subsection (a) before the start of the third program year after December 21, 2000, in which the school is applying for funds under this part.

(c) DISABLING DURING CERTAIN USE.—An administrator, supervisor, or person authorized by the responsible authority under subsection (a) may disable the technology protection measure concerned to enable access for bona fide research or other lawful purposes.

(d) NONCOMPLIANCE.—

(1) USE OF GENERAL EDUCATION PROVISIONS ACT REMEDIES.—Whenever the Secretary has reason to believe that any recipient of funds under this part is failing to comply substantially with the requirements of this section, the Secretary may—

(A) withhold further payments to the recipient under this part;

(B) issue a complaint to compel compliance of the recipient through a cease and desist order; or

(C) enter into a compliance agreement with a recipient to bring it into compliance with such requirements,

in same manner as the Secretary is authorized to take such actions under sections 455, 456, and 457, respectively, of the General Education Provisions Act.

(2) RECOVERY OF FUNDS PROHIBITED.—The actions authorized by paragraph (1) are the exclusive remedies available with respect to the failure of a school to comply substantially with a provision of this section, and the Secretary shall not seek a recovery of funds from the recipient for such failure.

(3) RECOMMENCEMENT OF PAYMENTS.—Whenever the Secretary determines (whether by certification or other appropriate evidence) that a recipient of funds who is subject to the withholding of payments under paragraph (1)(A) has cured the failure providing the basis for the withholding of payments, the Secretary shall cease the withholding of payments to the recipient under that paragraph.

(e) DEFINITIONS.—In this subpart:

(1) COMPUTER.—The term "computer" includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.

(2) ACCESS TO INTERNET.—A computer shall be considered to have access to the Internet if such computer is equipped

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with a modem or is connected to a computer network that has access to the Internet.

(3) ACQUISITION OR OPERATION.—An elementary school or secondary school shall be considered to have received funds under this part for the acquisition or operation of any computer if such funds are used in any manner, directly or indirectly—

(A) to purchase, lease, or otherwise acquire or obtain the use of such computer; or

(B) to obtain services, supplies, software, or other actions or materials to support, or in connection with, the operation of such computer.

(4) MINOR.—The term "minor" means an individual who has not attained the age of 17.

(5) CHILD PORNOGRAPHY.—The term "child pornography" has the meaning given that term in section 2256 of title 18, United States Code.

(6) HARMFUL TO MINORS.—The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that—

(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

(7) OBSCENE.—The term "obscene" has the meaning applicable to that term under section 1460 of title 18, United States Code.

(8) SEXUAL ACT AND SEXUAL CONTACT.—The terms "sexual act" and "sexual contact" have the meanings given those terms in section 2246 of title 18, United States Code.

(f) SEVERABILITY.—If any provision of this section is held invalid, the remainder of this section shall not be affected thereby.

PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

SEC. 4201. [20 U.S.C. 7171] PURPOSE; DEFINITIONS.

(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music,

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physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

(b) DEFINITIONS.—In this part:

(1) COMMUNITY LEARNING CENTER.—The term "community learning center" means an entity that—

(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that—

(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

(2) COVERED PROGRAM.—The term "covered program" means a program for which—

(A) the Secretary made a grant under this part (as this part was in effect on the day before the effective date of this part under the Every Student Succeeds Act); and

(B) the grant period had not ended on that effective date.

(3) ELIGIBLE ENTITY.—The term "eligible entity" means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

(4) EXTERNAL ORGANIZATION.—The term "external organization" means—

(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or

(B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before

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and after school (or summer recess) programs and activities.

(5) RIGOROUS PEER-REVIEW PROCESS.—The term "rigorous peer-review process" means a process by which—

(A) employees of a State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility;

(B) the State educational agency selects peer reviewers for such applications, who shall—

(i) be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and

(ii) not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and

(C) the peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.

(6) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. [20 U.S.C. 7172] ALLOTMENTS TO STATES.

(a) RESERVATION.—From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve—

(1) such amounts as may be necessary to make continuation awards to subgrant recipients under covered programs (under the terms of those grants);

(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS.—

(1) DETERMINATION.—From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

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(2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this part.

(c) STATE USE OF FUNDS.—

(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 93 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

(2) STATE ADMINISTRATION.—A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for—

(A) the administrative costs of carrying out its responsibilities under this part;

(B) establishing and implementing a rigorous peer-review process for subgrant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and

(C) awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

(3) STATE ACTIVITIES.—A State educational agency may use not more than 5 percent of the amount made available to the State under subsection (b) for the following activities:

(A) Monitoring and evaluating programs and activities assisted under this part.

(B) Providing capacity building, training, and technical assistance under this part.

(C) Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

(D) Providing training and technical assistance to eligible entities that are applicants for or recipients of awards under this part.

(E) Ensuring that any eligible entity that receives an award under this part from the State aligns the activities provided by the program with the challenging State academic standards.

(F) Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.

(H) Coordinating funds received under this part with other Federal and State funds to implement high-quality programs.

(I) Providing a list of prescreened external organizations, as described under section 4203(a)(11).

(G) Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs under this part.

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SEC. 4203. [20 U.S.C. 7173] STATE APPLICATION.

(a) IN GENERAL.—In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

(3) contains an assurance that the State educational agency—

(A) will make awards under this part to eligible entities that serve—

(i) students who primarily attend—

(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(II) other schools determined by the local educational agency to be in need of intervention and support; and

(ii) the families of such students; and

(B) will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i);

(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards;

(5) describes how the State educational agency will ensure that awards made under this part are—

(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

(B) in amounts that are consistent with section 4204(h);

(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development;

(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

(8) contains an assurance that the State educational agency—

(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

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(B) will require each eligible entity seeking such an award to submit a plan describing how the activities to be funded through the award will continue after funding under this part ends;

(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;

(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

(11) describes how the State will—

(A) prescreen external organizations that could provide assistance in carrying out the activities under this part; and

(B) develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process;

(12) provides—

(A) an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer recess) programs and activities, the heads of the State health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, local educational agencies, and community-based organizations; and

(B) a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application, if applicable;

(13) describes the results of the State's needs and resources assessment for before and after school (or summer recess) programs and activities, which shall be based on the results of on-going State evaluation activities;

(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that—

(i) are able to track student success and improvement over time;

(ii) include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program at-

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tendance, and on-time advancement to the next grade level; and

(iii) for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

(B) a description of how data collected for the purposes of subparagraph (A) will be collected; and

(C) public dissemination of the evaluations of programs and activities carried out under this part; and

(15) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

(c) DISAPPROVAL.—The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and an opportunity for a hearing.

(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

(1) give the State educational agency notice and an opportunity for a hearing; and

(2) notify the State educational agency of the finding of noncompliance and, in such notification—

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(2) the expiration of the 120-day period described in subsection (b).

(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

(g) LIMITATION.—The Secretary may not give a priority or a preference for States or eligible entities that seek to use funds made available under this part to extend the regular school day.

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SEC. 4204. [20 U.S.C. 7174] LOCAL COMPETITIVE SUBGRANT PROGRAM.

(a) IN GENERAL.—

(1) COMMUNITY LEARNING CENTERS.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to award subgrants to eligible entities for community learning centers in accordance with this part.

(2) EXPANDED LEARNING PROGRAM ACTIVITIES.—A State that receives funds under this part for a fiscal year may use funds under section 4202(c)(1) to support those enrichment and engaging academic activities described in section 4205(a) that—

(A) are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;

(B) supplement but do not supplant regular school day requirements; and

(C) are carried out by entities that meet the requirements of subsection (i).

(b) APPLICATION.—

(1) IN GENERAL.—To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

(A) a description of the activities to be funded, including—

(i) an assurance that the program will take place in a safe and easily accessible facility;

(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and

(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

(B) a description of how such activities are expected to improve student academic achievement as well as overall student success;

(C) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;

(D) an assurance that the proposed program was developed and will be carried out—

(i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance

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with applicable laws relating to privacy and confidentiality; and

(ii) in alignment with the challenging State academic standards and any local academic standards;

(E) a description of how the activities will meet the measures of effectiveness described in section 4205(b);

(F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;

(G) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

(I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;

(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

(M) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and

(N) such other information and assurances as the State educational agency may reasonably require.

(c) APPROVAL OF CERTAIN APPLICATIONS.—The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) PERMISSIVE LOCAL MATCH.—

(1) IN GENERAL.—A State educational agency may require an eligible entity to match subgrant funds awarded under this part, except that such match may not exceed the amount of the

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subgrant and may not be derived from other Federal or State funds.

(2) SLIDING SCALE.—The amount of a match under paragraph (1) shall be established based on a sliding scale that takes into account—

(A) the relative poverty of the population to be targeted by the eligible entity; and

(B) the ability of the eligible entity to obtain such matching funds.

(3) IN-KIND CONTRIBUTIONS.—Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

(4) CONSIDERATION.—Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive subgrants under this part.

(e) PEER REVIEW.—In reviewing local applications under this part, a State educational agency shall use a rigorous peer-review process or other methods to ensure the quality of funded projects.

(f) GEOGRAPHIC DIVERSITY.—To the extent practicable, a State educational agency shall distribute subgrant funds under this part equitably among geographic areas within the State, including urban and rural communities.

(g) DURATION OF AWARDS.—A subgrant awarded under this part shall be awarded for a period of not less than 3 years and not more than 5 years.

(h) AMOUNT OF AWARDS.—A subgrant awarded under this part may not be made in an amount that is less than $50,000.

(i) PRIORITY.—

(1) IN GENERAL.—In awarding subgrants under this part, a State educational agency shall give priority to applications—

(A) proposing to target services to—

(i) students who primarily attend schools that—

(I) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and

(II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and

(ii) the families of students described in clause (i);

(B) submitted jointly by eligible entities consisting of not less than 1—

(i) local educational agency receiving funds under part A of title I; and

(ii) another eligible entity; and

(C) demonstrating that the activities proposed in the application—

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(i) are, as of the date of the submission of the application, not accessible to students who would be served; or

(ii) would expand accessibility to high-quality services that may be available in the community.

(2) SPECIAL RULE.—The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

(3) LIMITATION.—A State educational agency may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

(j) RENEWABILITY OF AWARDS.—A State educational agency may renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period.

SEC. 4205. [20 U.S.C. 7175] LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES.—Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

(A) the challenging State academic standards and any local academic standards; and

(B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

(3) literacy education programs, including financial literacy programs and environmental literacy programs;

(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

(5) services for individuals with disabilities;

(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

(7) cultural programs;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) parenting skills programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

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(12) drug and violence prevention programs and counseling programs;

(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

(b) MEASURES OF EFFECTIVENESS.—

(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14), such program or activity shall—

(A) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;

(B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

(C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;

(D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and

(E) collect the data necessary for the measures of student success described in subparagraph (D).

(2) PERIODIC EVALUATION.—

(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—

(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures;

(ii) made available to the public upon request, with public notice of such availability provided; and

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(iii) used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).

SEC. 4206. [20 U.S.C. 7176] AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part $1,000,000,000 for fiscal year 2017 and $1,100,000,000 for each of fiscal years 2018 through 2020.

PART C—EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS

SEC. 4301. [20 U.S.C. 7221] PURPOSE.

It is the purpose of this part to—

(1) improve the United States education system and education opportunities for all people in the United States by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy and a stronger Nation;

(2) provide financial assistance for the planning, program design, and initial implementation of charter schools;

(3) increase the number of high-quality charter schools available to students across the United States;

(4) evaluate the impact of charter schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;

(5) encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount States typically provide for traditional public schools;

(6) expand opportunities for children with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet the challenging State academic standards;

(7) support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, oversight and monitoring (including financial audits), and evaluation of such schools; and

(8) support quality, accountability, and transparency in the operational performance of all authorized public chartering agencies, including State educational agencies, local educational agencies, and other authorizing entities.

SEC. 4302. [20 U.S.C. 7221a] PROGRAM AUTHORIZED.

(a) IN GENERAL.—The Secretary may carry out a charter school program that supports charter schools that serve early childhood, elementary school, or secondary school students by—

(1) supporting the startup of new charter schools, the replication of high-quality charter schools, and the expansion of high-quality charter schools;

(2) assisting charter schools in accessing credit to acquire and renovate facilities for school use; and

(3) carrying out national activities to support—

(A) the activities described in paragraph (1);

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(B) the dissemination of best practices of charter schools for all schools;

(C) the evaluation of the impact of the charter school program under this part on schools participating in such program; and

(D) stronger charter school authorizing practices.

(b) FUNDING ALLOTMENT.—From the amount made available under section 4311 for a fiscal year, the Secretary shall—

(1) reserve 12.5 percent to support charter school facilities assistance under section 4304;

(2) reserve 22.5 percent to carry out national activities under section 4305; and

(3) use the remaining amount after the reservations under paragraphs (1) and (2) to carry out section 4303.

(c) PRIOR GRANTS AND SUBGRANTS.—The recipient of a grant or subgrant under part B of title V (as such part was in effect on the day before the date of enactment of the Every Student Succeeds Act) shall continue to receive funds in accordance with the terms and conditions of such grant or subgrant.

SEC. 4303. [20 U.S.C. 7221b] GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

(a) STATE ENTITY DEFINED.—For purposes of this section, the term "State entity" means—

(1) a State educational agency;

(2) a State charter school board;

(3) a Governor of a State; or

(4) a charter school support organization.

(b) PROGRAM AUTHORIZED.—From the amount available under section 4302(b)(3), the Secretary shall award, on a competitive basis, grants to State entities having applications approved under subsection (f) to enable such entities to—

(1) award subgrants to eligible applicants to enable eligible applicants to—

(A) open and prepare for the operation of new charter schools;

(B) open and prepare for the operation of replicated high-quality charter schools; or

(C) expand high-quality charter schools; and

(2) provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1), and work with authorized public chartering agencies in the State to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

(c) STATE ENTITY USES OF FUNDS.—

(1) IN GENERAL.—A State entity receiving a grant under this section shall—

(A) use not less than 90 percent of the grant funds to award subgrants to eligible applicants, in accordance with the quality charter school program described in the State entity's application pursuant to subsection (f), for the purposes described in subsection (b)(1);

(B) reserve not less than 7 percent of such funds to carry out the activities described in subsection (b)(2); and

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(C) reserve not more than 3 percent of such funds for administrative costs, which may include technical assistance.

(2) CONTRACTS AND GRANTS.—A State entity may use a grant received under this section to carry out the activities described in subsection (b)(2) directly or through grants, contracts, or cooperative agreements.

(3) RULE OF CONSTRUCTION.—

(A) USE OF LOTTERY.—Nothing in this Act shall prohibit the Secretary from awarding grants to State entities, or prohibit State entities from awarding subgrants to eligible applicants, that use a weighted lottery to give slightly better chances for admission to all, or a subset of, educationally disadvantaged students if—

(i) the use of weighted lotteries in favor of such students is not prohibited by State law, and such State law is consistent with laws described in section 4310(2)(G); and

(ii) such weighted lotteries are not used for the purpose of creating schools exclusively to serve a particular subset of students.

(B) STUDENTS WITH SPECIAL NEEDS.—Nothing in this paragraph shall be construed to prohibit schools from specializing in providing specific services for students with a demonstrated need for such services, such as students who need specialized instruction in reading, spelling, or writing.

(d) PROGRAM PERIODS; PEER REVIEW; DISTRIBUTION OF SUBGRANTS; WAIVERS.—

(1) PROGRAM PERIODS.—

(A) GRANTS.—A grant awarded by the Secretary to a State entity under this section shall be for a period of not more than 5 years.

(B) SUBGRANTS.—A subgrant awarded by a State entity under this section shall be for a period of not more than 5 years, of which an eligible applicant may use not more than 18 months for planning and program design.

(2) PEER REVIEW The Secretary, and each State entity awarding subgrants under this section, shall use a peer-review process to review applications for assistance under this section.

(3) GRANT AWARDS.—

(A) IN GENERAL.—The Secretary—

(i) shall for each fiscal year for which funds are appropriated under section 4311—

(I) award not less than 3 grants under this section; and

(II) fully obligate the first 2 years of funds appropriated for the purpose of awarding grants under this section in the first fiscal year for which such grants are awarded; and

(ii) prior to the start of the third year of the grant period and each succeeding year of each grant awarded under this section to a State entity—

(I) shall review—

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(aa) whether the State entity is using the grant funds for the agreed upon uses of funds; and

(bb) whether the full amount of the grant will be needed for the remainder of the grant period; and

(II) may, as determined necessary based on that review, terminate or reduce the amount of the grant and reallocate the remaining grant funds to other State entities—

(aa) by using such funds to award grants under this section to other State entities; or

(bb) in a fiscal year in which the amount of such remaining funds is insufficient to award grants under item (aa), in accordance with subparagraph (B).

(B) REMAINING FUNDING.—For a fiscal year for which there are remaining grant funds under this paragraph, but the amount of such funds is insufficient to award a grant to a State entity under this section, the Secretary shall use such remaining grants funds—

(i) to supplement funding for grants under section 4305(a)(2), but not to supplant—

(I) the funds reserved under section 4305(a)(2); and

(II) funds otherwise reserved under section 4302(b)(2) to carry out national activities under section 4305;

(ii) to award grants to State entities to carry out the activities described in subsection (b)(1) for the next fiscal year; or

(iii) to award one year of a grant under subsection (b)(1) to a high-scoring State entity, in an amount at or above the minimum amount the State entity needs to be successful for such year.

(4) DIVERSITY OF PROJECTS.—Each State entity awarding subgrants under this section shall award subgrants in a manner that, to the extent practicable and applicable, ensures that such subgrants—

(A) are distributed throughout different areas, including urban, suburban, and rural areas; and

(B) will assist charter schools representing a variety of educational approaches.

(5) WAIVERS.—The Secretary may waive any statutory or regulatory requirement over which the Secretary exercises administrative authority, except any such requirement relating to the elements of a charter school described in section 4310(2), if—

(A) the waiver is requested in an approved application under this section; and

(B) the Secretary determines that granting such waiver will promote the purpose of this part.

(e) LIMITATIONS.—

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(1) GRANTS.—No State entity may receive a grant under this section for use in a State in which a State entity is currently using a grant received under this section.

(2) SUBGRANTS.—An eligible applicant may not receive more than 1 subgrant under this section for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section 4310(8).

(f) APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:

(1) DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including—

(A) a description of how the State entity will—

(i) support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);

(ii) inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;

(iii) work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—

(I) participate in the Federal programs in which the schools and students are eligible to participate;

(II) receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and

(III) meet the needs of students served under such programs, including students with disabilities and English learners;

(iv) ensure that authorized public chartering agencies, in collaboration with surrounding local educational agencies where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;

(v) in the case of a State entity that is not a State educational agency—

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(I) work with the State educational agency and charter schools in the State to maximize charter school participation in Federal and State programs for which charter schools are eligible; and

(II) work with the State educational agency to operate the State entity's program under this section, if applicable;

(vi) ensure that each eligible applicant that receives a subgrant under the State entity's program—

(I) is using funds provided under this section for one of the activities described in subsection (b)(1); and

(II) is prepared to continue to operate charter schools funded under this section in a manner consistent with the eligible applicant's application for such subgrant once the subgrant funds under this section are no longer available;

(vii) support—

(I) charter schools in local educational agencies with a significant number of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i); and

(II) the use of charter schools to improve struggling schools, or to turn around struggling schools;

(viii) work with charter schools on—

(I) recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); and

(II) supporting all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom;

(ix) share best and promising practices between charter schools and other public schools;

(x) ensure that charter schools receiving funds under the State entity's program meet the educational needs of their students, including children with disabilities and English learners;

(xi) support efforts to increase charter school quality initiatives, including meeting the quality authorizing elements described in paragraph (2)(D);

(xii)(I) in the case of a State entity not described in subclause (II), a description of how the State entity will provide oversight of authorizing activity, including how the State will help ensure better authorizing, such as by establishing authorizing standards that may include approving, monitoring, and re-approving or revoking the authority of an authorized public chartering agency based on the performance of the charter schools authorized by such agency in the areas of stu-

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dent achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations; and

(II) in the case of a State entity described in subsection (a)(4), a description of how the State entity will work with the State to support the State's system of technical assistance and oversight, as described in subclause (I), of the authorizing activity of authorized public chartering agencies; and

(xiii) work with eligible applicants receiving a subgrant under the State entity's program to support the opening of new charter schools or charter school models described in clause (i) that are high schools;

(B) a description of the extent to which the State entity—

(i) is able to meet and carry out the priorities described in subsection (g)(2);

(ii) is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools; and

(iii) is working to develop or strengthen a cohesive strategy to encourage collaboration between charter schools and local educational agencies on the sharing of best practices;

(C) a description of how the State entity will award subgrants, on a competitive basis, including—

(i) a description of the application each eligible applicant desiring to receive a subgrant will be required to submit, which application shall include—

(I) a description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners;

(II) a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school;

(III) a description of how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in section 4310;

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(IV) a description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the State entity's program;

(V) a description of the eligible applicant's planned activities and expenditures of subgrant funds to support the activities described in subsection (b)(1), and how the eligible applicant will maintain financial sustainability after the end of the subgrant period; and

(VI) a description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the State entity's program; and

(ii) a description of how the State entity will review applications from eligible applicants;

(D) in the case of a State entity that partners with an outside organization to carry out the State entity's quality charter school program, in whole or in part, a description of the roles and responsibilities of the partner;

(E) a description of how the State entity will ensure that each charter school receiving funds under the State entity's program has considered and planned for the transportation needs of the school's students;

(F) a description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws; and

(G) a description of how the State entity will support diverse charter school models, including models that serve rural communities.

(2) ASSURANCES.—Assurances that—

(A) each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;

(B) the State entity will support charter schools in meeting the educational needs of their students, as described in paragraph (1)(A)(x);

(C) the State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;

(D) the State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in clause (viii) of paragraph (1)(A) and subparagraph (B) of this paragraph;

(E) the State entity will promote quality authorizing, consistent with State law, such as through providing tech-

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nical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by—

(i) assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;

(ii) reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and

(iii) holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;

(F) the State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and

(G) the State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h), including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—

(i) information on the educational program;

(ii) student support services;

(iii) parent contract requirements (as applicable), including any financial obligations or fees;

(iv) enrollment criteria (as applicable); and

(v) annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2), except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student.

(3) REQUESTS FOR Information about waivers, including—

(A) a request and justification for waivers of any Federal statutory or regulatory provisions that the State entity believes are necessary for the successful operation of the charter schools that will receive funds under the State entity's program under this section or, in the case of a State entity defined in subsection (a)(4), a description of how the State entity will work with the State to request such necessary waivers, where applicable; and

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(B) a description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply to such schools.

(g) SELECTION CRITERIA; PRIORITY.—

(1) SELECTION CRITERIA.—The Secretary shall award grants to State entities under this section on the basis of the quality of the applications submitted under subsection (f), after taking into consideration—

(A) the degree of flexibility afforded by the State's charter school law and how the State entity will work to maximize the flexibility provided to charter schools under such law;

(B) the ambitiousness of the State entity's objectives for the quality charter school program carried out under this section;

(C) the likelihood that the eligible applicants receiving subgrants under the program will meet those objectives and improve educational results for students;

(D) the State entity's plan to—

(i) adequately monitor the eligible applicants receiving subgrants under the State entity's program;

(ii) work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies; and

(iii) provide technical assistance and support for—

(I) the eligible applicants receiving subgrants under the State entity's program; and

(II) quality authorizing efforts in the State; and

(E) the State entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the State.

(2) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to a State entity to the extent that the entity meets the following criteria:

(A) The State entity is located in a State that—

(i) allows at least one entity that is not a local educational agency to be an authorized public chartering agency for developers seeking to open a charter school in the State; or

(ii) in the case of a State in which local educational agencies are the only authorized public chartering agencies, the State has an appeals process for the denial of an application for a charter school.

(B) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.

(C) The State entity is located in a State that provides charter schools one or more of the following:

(i) Funding for facilities.

(ii) Assistance with facilities acquisition.

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(iii) Access to public facilities.

(iv) The ability to share in bonds or mill levies.

(v) The right of first refusal to purchase public school buildings.

(vi) Low- or no-cost leasing privileges.

(D) The State entity is located in a State that uses best practices from charter schools to help improve struggling schools and local educational agencies.

(E) The State entity supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.

(F) The State entity has taken steps to ensure that all authorizing public chartering agencies implement best practices for charter school authorizing.

(h) LOCAL USES OF FUNDS.—An eligible applicant receiving a subgrant under this section shall use such funds to support the activities described in subsection (b)(1), which shall include one or more of the following activities:

(1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—

(A) providing professional development; and

(B) hiring and compensating, during the eligible applicant's planning period specified in the application for subgrant funds that is required under this section, one or more of the following:

(i) Teachers.

(ii) School leaders.

(iii) Specialized instructional support personnel.

(2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).

(3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

(4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.

(5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

(6) Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources.

(i) REPORTING REQUIREMENTS.—Each State entity receiving a grant under this section shall submit to the Secretary, at the end of the third year of the 5-year grant period (or at the end of the second year of the grant period if the grant is less than 5 years), and at the end of such grant period, a report that includes the following:

(1) The number of students served by each subgrant awarded under this section and, if applicable, the number of new students served during each year of the period of the subgrant.

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(2) A description of how the State entity met the objectives of the quality charter school program described in the State entity's application under subsection (f), including—

(A) how the State entity met the objective of sharing best and promising practices described in subsection (f)(1)(A)(ix) in areas such as instruction, professional development, curricula development, and operations between charter schools and other public schools; and

(B) if known, the extent to which such practices were adopted and implemented by such other public schools.

(3) The number and amount of subgrants awarded under this section to carry out activities described in each of subparagraphs (A) through (C) of subsection (b)(1).

(4) A description of—

(A) how the State entity complied with, and ensured that eligible applicants complied with, the assurances included in the State entity's application; and

(B) how the State entity worked with authorized public chartering agencies, and how the agencies worked with the management company or leadership of the schools that received subgrant funds under this section, if applicable.

SEC. 4304. [20 U.S.C. 7221c] FACILITIES FINANCING ASSISTANCE.

(a) GRANTS TO ELIGIBLE ENTITIES.—

(1) IN GENERAL.—From the amount reserved under section 4302(b)(1), the Secretary shall use not less than 50 percent to award, on a competitive basis, not less than 3 grants to eligible entities that have the highest-quality applications approved under subsection (d), after considering the diversity of such applications, to demonstrate innovative methods of helping charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing.

(2) ELIGIBLE ENTITY DEFINED.—For the purposes of this section, the term "eligible entity" means—

(A) a public entity, such as a State or local governmental entity;

(B) a private nonprofit entity; or

(C) a consortium of entities described in subparagraphs (A) and (B).

(b) GRANTEE SELECTION.—The Secretary shall evaluate each application submitted under subsection (d), and shall determine whether the application is sufficient to merit approval.

(c) GRANT CHARACTERISTICS.—Grants under subsection (a) shall be of sufficient size, scope, and quality so as to ensure an effective demonstration of an innovative means of enhancing credit for the financing of charter school acquisition, construction, or renovation.

(d) APPLICATIONS.—

(1) IN GENERAL.—An eligible entity desiring to receive a grant under this section shall submit an application to the Secretary in such form as the Secretary may reasonably require.

(2) CONTENTS.—An application submitted under paragraph (1) shall contain—

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(A) a statement identifying the activities that the eligible entity proposes to carry out with funds received under subsection (a), including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;

(B) a description of the involvement of charter schools in the application's development and the design of the proposed activities;

(C) a description of the eligible entity's expertise in capital market financing;

(D) a description of how the proposed activities will leverage the maximum amount of private-sector financing capital relative to the amount of government funding used and otherwise enhance credit available to charter schools, including how the eligible entity will offer a combination of rates and terms more favorable than the rates and terms that a charter school could receive without assistance from the eligible entity under this section;

(E) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought; and

(F) in the case of an application submitted by a State governmental entity, a description of the actions that the eligible entity has taken, or will take, to ensure that charter schools within the State receive the funding that charter schools need to have adequate facilities.

(e) CHARTER SCHOOL OBJECTIVES.—An eligible entity receiving a grant under subsection (a) shall use the funds deposited in the reserve account established under subsection (f) to assist one or more charter schools to access private-sector capital to accomplish one or more of the following objectives:

(1) The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.

(2) The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.

(3) The predevelopment costs required to assess sites for purposes of paragraph (1) or (2) and that are necessary to commence or continue the operation of a charter school.

(f) RESERVE ACCOUNT.—

(1) USE OF FUNDS.—To assist charter schools in accomplishing the objectives described in subsection (e), an eligible entity receiving a grant under subsection (a) shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received under subsection (a) (other than funds used for administrative costs in accordance with subsection (g)) in a reserve account established and maintained by the eligible entity for this purpose.

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Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

(A) Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for an objective described in subsection (e).

(B) Guaranteeing and insuring leases of personal and real property for an objective described in subsection (e).

(C) Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.

(D) Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

(2) INVESTMENT.—Funds received under subsection (a) and deposited in the reserve account established under paragraph (1) shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities.

(3) REINVESTMENT OF EARNINGS.—Any earnings on funds received under subsection (a) shall be deposited in the reserve account established under paragraph (1) and used in accordance with this subsection.

(g) LIMITATION ON ADMINISTRATIVE COSTS.—An eligible entity may use not more than 2.5 percent of the funds received under subsection (a) for the administrative costs of carrying out its responsibilities under this section (excluding subsection (k)).

(h) AUDITS AND REPORTS.—

(1) FINANCIAL RECORD MAINTENANCE AND AUDIT.—The financial records of each eligible entity receiving a grant under subsection (a) shall be maintained in accordance with generally accepted accounting principles and shall be subject to an annual audit by an independent public accountant.

(2) REPORTS.—

(A) GRANTEE ANNUAL REPORTS.—Each eligible entity receiving a grant under subsection (a) shall submit to the Secretary an annual report of the entity's operations and activities under this section (excluding subsection (k)).

(B) CONTENTS.—Each annual report submitted under subparagraph (A) shall include—

(i) a copy of the most recent financial statements, and any accompanying opinion on such statements, prepared by the independent public accountant reviewing the financial records of the eligible entity;

(ii) a copy of any report made on an audit of the financial records of the eligible entity that was conducted under paragraph (1) during the reporting period;

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(iii) an evaluation by the eligible entity of the effectiveness of its use of the Federal funds provided under subsection (a) in leveraging private funds;

(iv) a listing and description of the charter schools served during the reporting period, including the amount of funds used by each school, the type of project facilitated by the grant, and the type of assistance provided to the charter schools;

(v) a description of the activities carried out by the eligible entity to assist charter schools in meeting the objectives set forth in subsection (e); and

(vi) a description of the characteristics of lenders and other financial institutions participating in the activities carried out by the eligible entity under this section (excluding subsection (k)) during the reporting period.

(C) SECRETARIAL REPORT.—The Secretary shall review the reports submitted under subparagraph (A) and shall provide a comprehensive annual report to Congress on the activities conducted under this section (excluding subsection (k)).

(i) NO FULL FAITH AND CREDIT FOR GRANTEE OBLIGATION.—No financial obligation of an eligible entity entered into pursuant to this section (such as an obligation under a guarantee, bond, note, evidence of debt, or loan) shall be an obligation of, or guaranteed in any respect by, the United States. The full faith and credit of the United States is not pledged to the payment of funds that may be required to be paid under any obligation made by an eligible entity pursuant to any provision of this section.

(j) RECOVERY OF FUNDS.—

(1) IN GENERAL.—The Secretary, in accordance with chapter 37 of title 31, United States Code, shall collect—

(A) all of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines, not earlier than 2 years after the date on which the eligible entity first received funds under subsection (a), that the eligible entity has failed to make substantial progress in carrying out the purposes described in subsection (f)(1); or

(B) all or a portion of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines that the eligible entity has permanently ceased to use all or a portion of the funds in such account to accomplish any purpose described in subsection (f)(1).

(2) EXERCISE OF AUTHORITY.—The Secretary shall not exercise the authority provided in paragraph (1) to collect from any eligible entity any funds that are being properly used to achieve one or more of the purposes described in subsection (f)(1).

(3) PROCEDURES.—The provisions of sections 451, 452, and 458 of the General Education Provisions Act shall apply to the recovery of funds under paragraph (1).

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(4) CONSTRUCTION.—This subsection shall not be construed to impair or affect the authority of the Secretary to recover funds under part D of the General Education Provisions Act (20 U.S.C. 1234 et seq.).

(k) PER-PUPIL FACILITIES AID PROGRAM.—

(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term "per-pupil facilities aid program" means a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing—

(A) that is dedicated solely to funding charter school facilities; or

(B) a portion of which is dedicated for funding charter school facilities.

(2) GRANTS.—

(A) IN GENERAL.—From the amount reserved under section 4302(b)(1) and remaining after the Secretary makes grants under subsection (a), the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering, per-pupil facilities aid programs.

(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

(ii) 80 percent for the second such year;

(iii) 60 percent for the third such year;

(iv) 40 percent for the fourth such year; and

(v) 20 percent for the fifth such year.

(D) STATE SHARE.—A State receiving a grant under this subsection may partner with 1 or more organizations, and such organizations may provide not more than 50 percent of the State share of the cost of establishing or enhancing, and administering, the per-pupil facilities aid program.

(E) MULTIPLE GRANTS.—A State may receive more than 1 grant under this subsection, so long as the amount of total funds provided to charter schools increases with each successive grant.

(3) USE OF FUNDS.—

(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State of the applicant.

(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out

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evaluations, to provide technical assistance, and to disseminate information.

(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State and local public funds expended to provide per-pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

(4) REQUIREMENTS.—

(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

(B) STATE LAW.—

(i) IN GENERAL.—To be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

(I) is specified in State law; and

(II) provides annual financing, on a per-pupil basis, for charter school facilities.

(ii) SPECIAL RULE.—A State that is required under State law to provide its charter schools with access to adequate facility space, but that does not have a per-pupil facilities aid program for charter schools specified in State law, is eligible to receive a grant under this subsection if the State agrees to use the funds to develop a per-pupil facilities aid program consistent with the requirements of this subsection.

(5) APPLICATIONS.—To be eligible to receive a grant under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

SEC. 4305. [20 U.S.C. 7221d] NATIONAL ACTIVITIES.

(a) IN GENERAL.—From the amount reserved under section 4302(b)(2), the Secretary shall—

(1) use not more than 80 percent of such funds to award grants in accordance with subsection (b);

(2) use not more than 9 percent of such funds to award grants, on a competitive basis, to eligible applicants for the purpose of carrying out the activities described in section 4303(h) in a State that did not receive a grant under section 4303; and

(3) after the uses described in paragraphs (1) and (2), use the remainder of such funds to—

(A) disseminate technical assistance to—

(i) State entities in awarding subgrants under section 4303(b)(1); and

(ii) eligible entities and States receiving grants under section 4304;

(B) disseminate best practices regarding charter schools; and

(C) evaluate the impact of the charter school program carried out under this part, including the impact on student achievement.

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(b) GRANTS FOR THE REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS.—

(1) IN GENERAL.—The Secretary shall make grants, on a competitive basis, to eligible entities having applications approved under paragraph (3) to enable such entities to open and prepare for the operation of one or more replicated high-quality charter schools or to expand one or more high-quality charter schools.

(2) DEFINITION OF ELIGIBLE ENTITY.—For purposes of this subsection, the term "eligible entity" means a charter management organization.

(3) APPLICATION REQUIREMENTS.—An eligible entity desiring to receive a grant under this subsection shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:

(A) EXISTING CHARTER SCHOOL DATA.—For each charter school currently operated or managed by the eligible entity—

(i) student assessment results for all students and for each subgroup of students described in section 1111(c)(2);

(ii) attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available 4-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates; and

(iii) information on any significant compliance and management issues encountered within the last 3 school years by any school operated or managed by the eligible entity, including in the areas of student safety and finance.

(B) DESCRIPTIONS.—A description of—

(i) the eligible entity's objectives for implementing a high-quality charter school program with funding under this subsection, including a description of the proposed number of high-quality charter schools the eligible entity proposes to open as a result of the replication of a high-quality charter school or to expand with funding under this subsection;

(ii) the educational program that the eligible entity will implement in such charter schools, including—

(I) information on how the program will enable all students to meet the challenging State academic standards;

(II) the grade levels or ages of students who will be served; and

(III) the instructional practices that will be used;

(iii) how the operation of such charter schools will be sustained after the grant under this subsection has ended, which shall include a multi-year financial and operating model for the eligible entity;

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(iv) how the eligible entity will ensure that such charter schools will recruit and enroll students, including children with disabilities, English learners, and other educationally disadvantaged students; and

(v) any request and justification for any waivers of Federal statutory or regulatory requirements that the eligible entity believes are necessary for the successful operation of such charter schools.

(C) ASSURANCE An assurance that the eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools.

(4) SELECTION CRITERIA.—The Secretary shall select eligible entities to receive grants under this subsection, on the basis of the quality of the applications submitted under paragraph (3), after taking into consideration such factors as—

(A) the degree to which the eligible entity has demonstrated success in increasing academic achievement for all students and for each of the subgroups of students described in section 1111(c)(2) attending the charter schools the eligible entity operates or manages;

(B) a determination that the eligible entity has not operated or managed a significant proportion of charter schools that—

(i) have been closed;

(ii) have had the school's charter revoked due to problems with statutory or regulatory compliance; or

(iii) have had the school's affiliation with the eligible entity revoked or terminated, including through voluntary disaffiliation; and

(C) a determination that the eligible entity has not experienced significant problems with statutory or regulatory compliance that could lead to the revocation of a school's charter.

(5) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible entities that—

(A) plan to operate or manage high-quality charter schools with racially and socioeconomically diverse student bodies;

(B) demonstrate success in working with schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i);

(C) propose to use funds—

(i) to expand high-quality charter schools to serve high school students; or

(ii) to replicate high-quality charter schools to serve high school students; or

(D) propose to operate or manage high-quality charter schools that focus on dropout recovery and academic reentry.

(c) TERMS AND CONDITIONS.—Except as otherwise provided, grants awarded under paragraphs (1) and (2) of subsection (a) shall

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have the same terms and conditions as grants awarded to State entities under section 4303.

SEC. 4306. [20 U.S.C. 7221e] FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND FOR SUCCESSIVE ENROLLMENT EXPANSIONS.

(a) IN GENERAL.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

(b) ADJUSTMENT AND LATE OPENINGS.—

(1) IN GENERAL.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a charter school on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

(2) RULE.—For charter schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such charter schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the charter schools' first year of operation.

(c) NEW OR SIGNIFICANTLY EXPANDING CHARTER SCHOOLS.—For purposes of implementing the hold harmless protections in sections 1122(c) and 1125A(g)(3) for a newly opened or significantly expanded charter school under this part, a State educational agency shall calculate a hold-harmless base for the prior year that, as applicable, reflects the new or significantly expanded enrollment of the charter school.

SEC. 4307. [20 U.S.C. 7221f] SOLICITATION OF INPUT FROM CHARTER SCHOOL OPERATORS.

To the extent practicable, the Secretary shall ensure that administrators, teachers, and other individuals directly involved in the operation of charter schools are consulted in the development of any rules or regulations required to implement this subpart, as well as in the development of any rules or regulations relevant to charter schools that are required to implement part A of title I, the Individuals with Disabilities Education Act, or any other program administered by the Secretary that provides education funds to charter schools or regulates the activities of charter schools.

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SEC. 4308. [20 U.S.C. 7221g] RECORDS TRANSFER.

State educational agencies and local educational agencies, as quickly as possible and to the extent practicable, shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602 of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law.

SEC. 4309. [20 U.S.C. 7221h] PAPERWORK REDUCTION.

To the extent practicable, the Secretary and each authorized public chartering agency shall ensure that implementation of this subpart results in a minimum of paperwork for any eligible applicant or charter school.

SEC. 4310. [20 U.S.C. 7221i] DEFINITIONS.

In this part:

(1) AUTHORIZED PUBLIC CHARTERING AGENCY.—The term "authorized public chartering agency" means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.

(2) CHARTER SCHOOL.—The term "charter school" means a public school that—

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(D) provides a program of elementary or secondary education, or both;

(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act;

(H) is a school to which parents choose to send their children, and that—

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(i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or

(ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);

(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;

(J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law;

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

(M)[4] may serve students in early childhood education programs or postsecondary students.

(3) CHARTER MANAGEMENT ORGANIZATION.—The term "charter management organization" means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

(4) CHARTER SCHOOL SUPPORT ORGANIZATION.—The term "charter school support organization" means a nonprofit, nongovernmental entity that is not an authorized public chartering agency and provides, on a statewide basis—

(A) assistance to developers during the planning, program design, and initial implementation of a charter school; and

(B) technical assistance to operating charter schools.

(5) DEVELOPER.—The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

(6) ELIGIBLE APPLICANT.—The term "eligible applicant" means a developer that has—

(A) applied to an authorized public chartering authority to operate a charter school; and

[4] Margin so in law.

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(B) provided adequate and timely notice to that authority.

(7) EXPAND.—The term "expand", when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.

(8) HIGH-QUALITY CHARTER SCHOOL.—The term "high-quality charter school" means a charter school that—

(A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

(B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

(C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(9) REPLICATE.—The term "replicate", when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

SEC. 4311. [20 U.S.C. 7221j] AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part—

(1) $270,000,000 for fiscal year 2017;
(2) $270,000,000 for fiscal year 2018;
(3) $300,000,000 for fiscal year 2019; and
(4) $300,000,000 for fiscal year 2020.

PART D—MAGNET SCHOOLS ASSISTANCE

SEC. 4401. [20 U.S.C. 7231] FINDINGS AND PURPOSE.

(a) FINDINGS.—Congress makes the following findings:

(1) Magnet schools are a significant part of the Nation's effort to achieve voluntary desegregation in our Nation's schools.

(2) The use of magnet schools has increased dramatically since the inception of the magnet schools assistance program under this Act, with approximately 2,500,000 students nationwide attending such schools, of whom more than 69 percent are non-white.

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(3) Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts.

(4) It is in the best interests of the United States—

(A) to continue the Federal Government's support of local educational agencies that are implementing court-ordered desegregation plans and local educational agencies that are voluntarily seeking to foster meaningful interaction among students of different racial and ethnic backgrounds, beginning at the earliest stage of such students' education;

(B) to ensure that all students have equitable access to a high quality education that will prepare all students to function well in a technologically oriented and a highly competitive economy comprised of people from many different racial and ethnic backgrounds; and

(C) to continue to desegregate and diversify schools by supporting magnet schools, recognizing that segregation exists between minority and nonminority students as well as among students of different minority groups.

(5) Desegregation efforts through magnet school programs are a significant part of our Nation's effort to achieve voluntary desegregation in schools and help to ensure equal educational opportunities for all students.

(b) PURPOSE.—The purpose of this part is to assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for—

(1) the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools;

(2) the development, implementation, and expansion of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State academic standards;

(3) the development, design, and expansion of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

(4) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills of students attending such schools;

(5) improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

(6) ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or employment.

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SEC. 4402. [20 U.S.C. 7231a] DEFINITION.

For the purpose of this part, the term "magnet school" means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

SEC. 4403. [20 U.S.C. 7231b] PROGRAM AUTHORIZED.

The Secretary, in accordance with this part, is authorized to award grants to eligible local educational agencies, and consortia of such agencies where appropriate, to carry out the purpose of this part for magnet schools that are—

(1) part of an approved desegregation plan; and

(2) designed to bring students from different social, economic, ethnic, and racial backgrounds together.

SEC. 4404. [20 U.S.C. 7231c] ELIGIBILITY.

A local educational agency, or consortium of such agencies where appropriate, is eligible to receive a grant under this part to carry out the purpose of this part if such agency or consortium—

(1) is implementing a plan undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other State agency or official of competent jurisdiction, that requires the desegregation of minority-group-segregated children or faculty in the elementary schools and secondary schools of such agency; or

(2) without having been required to do so, has adopted and is implementing, or will, if a grant is awarded to such local educational agency, or consortium of such agencies, under this part, adopt and implement a plan that has been approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 for the desegregation of minority-group-segregated children or faculty in such schools.

SEC. 4405. [20 U.S.C. 7231d] APPLICATIONS AND REQUIREMENTS.

(a) APPLICATIONS.—An eligible local educational agency, or consortium of such agencies, desiring to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may reasonably require.

(b) INFORMATION AND ASSURANCES.—Each application submitted under subsection (a) shall include—

(1) a description of—

(A) how a grant awarded under this part will be used to promote desegregation, including any available evidence on, or if such evidence is not available, a rationale, based on current research, for how the proposed magnet school programs will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

(B) the manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description;

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(C) how the applicant will continue the magnet school program after assistance under this part is no longer available, and, if applicable, an explanation of why magnet schools established or supported by the applicant with grant funds under this part cannot be continued without the use of grant funds under this part;

(D) how the applicant will assess, monitor, and evaluate the impact of the activities funded under this part on student achievement and integration;

(E) how grant funds under this part will be used—

(i) to improve student academic achievement for all students attending the magnet school programs; and

(ii) to implement services and activities that are consistent with other programs under this Act, and other Acts, as appropriate; and

(F) the criteria to be used in selecting students to attend the proposed magnet school program; and

(2) assurances that the applicant will—

(A) use grant funds under this part for the purposes specified in section 4401(b);

(B) employ effective teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in—

(i) the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(ii) the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan; and

(iii) designing or operating extracurricular activities for students;

(D) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and

(E) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

(c) SPECIAL RULE.—No grant shall be awarded under this part unless the Assistant Secretary of Education for Civil Rights determines that the assurances described in subsection (b)(2)(C) will be met.

SEC. 4406. [20 U.S.C. 7231e] PRIORITY.

In awarding grants under this part, the Secretary shall give priority to applicants that—

(1) demonstrate the greatest need for assistance, based on the expense or difficulty of effectively carrying out approved desegregation plans and the magnet school program for which the grant is sought;

(2) propose to—

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(A) carry out a new, evidence-based magnet school program;

(B) significantly revise an existing magnet school program, using evidence-based methods and practices, as available; or

(C) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups;

(3) propose to select students to attend magnet school programs by methods such as lottery, rather than through academic examination; and

(4) propose to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

SEC. 4407. [20 U.S.C. 7231f] USE OF FUNDS.

(a) IN GENERAL.—Grant funds made available under this part may be used by an eligible local educational agency, or consortium of such agencies—

(1) for planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools;

(2) for the acquisition of books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools;

(3) for the compensation, or subsidization of the compensation, of elementary school and secondary school teachers who are effective, and instructional staff where applicable, who are necessary to conduct programs in magnet schools;

(4) with respect to a magnet school program offered to less than the entire student population of a school, for instructional activities that—

(A) are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program; and

(B) further the purpose of this part;

(5) for activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended;

(6) to enable the local educational agency, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program;

(7) to enable the local educational agency, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades;

(8) to enable the local educational agency, or consortium of such agencies, or other organizations partnered with such agency or consortium, to establish, expand, or strengthen interdistrict and regional magnet programs; and

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(9) notwithstanding section 426 of the General Education Provisions Act (20 U.S.C. 1228), to provide transportation to and from the magnet school, provided that—

(A) such transportation is sustainable beyond the grant period; and

(B) the costs of providing transportation do not represent a significant portion of the grant funds received by the eligible local educational agency under this part.

(b) SPECIAL RULE.—Grant funds under this part may be used for activities described in paragraphs (2) and (3) of subsection (a) only if the activities are directly related to improving student academic achievement based on the challenging State academic standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving career, technical, and professional skills.

SEC. 4408. [20 U.S.C. 7231h] LIMITATIONS.

(a) DURATION OF AWARDS.—A grant under this part shall be awarded for a period that shall not exceed 5 fiscal years.

(b) LIMITATION ON PLANNING FUNDS.—A local educational agency, or consortium of such agencies, may expend for planning (professional development shall not be considered to be planning for purposes of this subsection) not more than 50 percent of the grant funds received under this part for the first year of the program and not more than 15 percent of such funds for each of the second and third such years.

(c) AMOUNT.—No grant awarded under this part to a local educational agency, or a consortium of such agencies, shall be for more than $15,000,000 for the grant period described in subsection (a).

(d) TIMING.—To the extent practicable, the Secretary shall award grants for any fiscal year under this part not later than June 1 of the applicable fiscal year.

SEC. 4409. [20 U.S.C. 7231j] AUTHORIZATION OF APPROPRIATIONS; RESERVATION.

(a) AUTHORIZATION.—There are authorized to be appropriated to carry out this part the following amounts:

(1) $94,000,000 for fiscal year 2017.

(2) $96,820,000 for fiscal year 2018.

(3) $102,387,150 for fiscal year 2019.

(4) $108,530,379 for fiscal year 2020.

(b) RESERVATION FOR TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 1 percent of the funds appropriated under subsection (a) for any fiscal year to provide technical assistance and share best practices with respect to magnet school programs assisted under this part.

(c) AVAILABILITY OF FUNDS FOR GRANTS TO AGENCIES NOT PREVIOUSLY ASSISTED.—In any fiscal year for which the amount appropriated pursuant to subsection (a) exceeds $75,000,000, the Secretary shall give priority in using such amounts in excess of $75,000,000 to awarding grants to local educational agencies or consortia of such agencies that did not receive a grant under this part in the preceding fiscal year.

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PART E—FAMILY ENGAGEMENT IN EDUCATION PROGRAMS

SEC. 4501. [20 U.S.C. 7241] PURPOSES.

The purposes of this part are the following:

(1) To provide financial support to organizations to provide technical assistance and training to State educational agencies and local educational agencies in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

(2) To assist State educational agencies, local educational agencies, community-based organizations, schools, and educators in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.

(3) To support State educational agencies, local educational agencies, schools, educators, and parents in developing and strengthening the relationship between parents and their children's school in order to further the developmental progress of children.

(4) To coordinate activities funded under this part with parent involvement initiatives funded under section 1116 and other provisions of this Act.

(5) To assist the Secretary, State educational agencies, and local educational agencies in the coordination and integration of Federal, State, and local services and programs to engage families in education.

SEC. 4502. [20 U.S.C. 7242] GRANTS AUTHORIZED.

(a) STATEWIDE FAMILY ENGAGEMENT CENTERS.—From the amount appropriated under section 4506 and not reserved under subsection (d), the Secretary is authorized to award grants for each fiscal year to statewide organizations (or consortia of such organizations), to establish statewide family engagement centers that—

(1) carry out parent education, and family engagement in education, programs; or

(2) provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out such programs.

(b) MINIMUM AWARD.—In awarding grants under this section, the Secretary shall, to the extent practicable, ensure that a grant is awarded for a statewide family engagement center in an amount not less than $500,000.

(c) MATCHING FUNDS FOR GRANT RENEWAL.—Each organization or consortium receiving assistance under this part shall demonstrate that, for each fiscal year after the first fiscal year for which the organization or consortium is receiving such assistance, a portion of the services provided by the organization or consortium

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is supported through non-Federal contributions, which may be in cash or in-kind.

(d) TECHNICAL ASSISTANCE.—The Secretary shall reserve not more than 2 percent of the funds appropriated under section 4506 to carry out this part to provide technical assistance, by competitive grant or contract, for the establishment, development, and coordination of statewide family engagement centers.

SEC. 4503. [20 U.S.C. 7243] APPLICATIONS.

(a) SUBMISSIONS.—Each statewide organization, or a consortium of such organizations, that desires a grant under this part shall submit an application to the Secretary at such time and in such manner as the Secretary may require, which shall include the information described in subsection (b).

(b) CONTENTS.—Each application submitted under subsection (a) shall include, at a minimum, the following:

(1) A description of the applicant's approach to family engagement in education.

(2) A description of how the State educational agency and any partner organization will support the statewide family engagement center that will be operated by the applicant including a description of the State educational agency and any partner organization's commitment of such support.

(3) A description of the applicant's plan for building a statewide infrastructure for family engagement in education, that includes—

(A) management and governance;

(B) statewide leadership; or

(C) systemic services for family engagement in education.

(4) A description of the applicant's demonstrated experience in providing training, information, and support to State educational agencies, local educational agencies, schools, educators, parents, and organizations on family engagement in education policies and practices that are effective for parents (including low-income parents) and families, parents of English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students, including evaluation results, reporting, or other data exhibiting such demonstrated experience.

(5) A description of the steps the applicant will take to target services to low-income students and parents.

(6) An assurance that the applicant will—

(A) establish a special advisory committee, the membership of which includes—

(i) parents, who shall constitute a majority of the members of the special advisory committee;

(ii) representatives of education professionals with expertise in improving services for disadvantaged children;

(iii) representatives of local elementary schools and secondary schools, including students;

(iv) representatives of the business community; and

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(v) representatives of State educational agencies and local educational agencies;

(B) use not less than 65 percent of the funds received under this part in each fiscal year to serve local educational agencies, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students;

(C) operate a statewide family engagement center of sufficient size, scope, and quality to ensure that the center is adequate to serve the State educational agency, local educational agencies, and community-based organizations;

(D) ensure that the statewide family engagement center will retain staff with the requisite training and experience to serve parents in the State;

(E) serve urban, suburban, and rural local educational agencies and schools;

(F) work with—

(i) other statewide family engagement centers assisted under this part; and

(ii) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act (20 U.S.C. 1471; 1472);

(G) use not less than 30 percent of the funds received under this part for each fiscal year to establish or expand technical assistance for evidence-based parent education programs;

(H) provide assistance to State educational agencies, local educational agencies, and community-based organizations that support family members in supporting student academic achievement;

(I) work with State educational agencies, local educational agencies, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs;

(J) conduct sufficient outreach to assist parents, including parents who the applicant may have a difficult time engaging with a school or local educational agency; and

(K) conduct outreach to low-income students and parents, including low-income students and parents who are not proficient in English.

(7) An assurance that the applicant will conduct training programs in the community to improve adult literacy, including financial literacy.

(c) PRIORITY.—In awarding grants for activities described in this part, the Secretary shall give priority to statewide family engagement centers that will use funds under section 4504 for evidence-based activities, which, for the purposes of this part is defined as activities meeting the requirements of section 8101(21)(A)(i).

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SEC. 4504. [20 U.S.C. 7244] USES OF FUNDS.

(a) IN GENERAL.—Each statewide organization or consortium receiving a grant under this part shall use the grant funds, based on the needs determined under section 4503(b)(6)(I), to provide training and technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents—

(1) to assist parents in participating effectively in their children's education and to help their children meet challenging State academic standards, such as by assisting parents—

(A) to engage in activities that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in after school and extracurricular programs;

(B) to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel;

(C) to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement;

(D) to participate in the design and provision of assistance to students who are not making academic progress;

(E) to participate in State and local decisionmaking;

(F) to train other parents; and

(G) in learning and using technology applied in their children's education;

(2) to develop and implement, in partnership with the State educational agency, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and

(3) to develop and implement parental involvement policies under this Act.

(b) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a statewide family engagement center from—

(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

(2) working with another agency that serves children.

(c) PARENTAL RIGHTS.—Notwithstanding any other provision of this section—

(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this section; and

(2) no program or center assisted under this section shall take any action that infringes in any manner on the right of parents to direct the education of their children.

SEC. 4505. [20 U.S.C. 7245] FAMILY ENGAGEMENT IN INDIAN SCHOOLS.

The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with, local tribes, tribal organizations, or In-

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dian nonprofit parent organizations to establish and operate family engagement centers.

SEC. 4506. [20 U.S.C. 7246] AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part $10,000,000 for each of fiscal years 2017 through 2020.

PART F—NATIONAL ACTIVITIES

SEC. 4601. [20 U.S.C. 7251] AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS.

(a) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this part—

(1) $200,741,000 for each of fiscal years 2017 and 2018; and

(2) $220,741,000 for each of fiscal years 2019 and 2020.

(b) RESERVATIONS.—From the amounts appropriated under subsection (a) for a fiscal year, the Secretary shall—

(1) reserve $5,000,000 to carry out activities authorized under subpart 3; and

(2) from the amounts remaining after the reservation under paragraph (1)—

(A) carry out activities authorized under subpart 1 using—

(i) 36 percent of such remainder for each of fiscal years 2017 and 2018; and

(ii) 42 percent of such remainder for each of fiscal years 2019 and 2020;

(B) carry out activities authorized under subpart 2 using—

(i) 36 percent of such remainder for each of fiscal years 2017 and 2018; and

(ii) 32 percent of such remainder for each of fiscal years 2019 and 2020; and

(C) to carry out activities authorized under subpart 4—

(i) 28 percent of such remainder for each of fiscal years 2017 and 2018; and

(ii) 26 percent of such remainder for each of fiscal years 2019 and 2020.

Subpart 1—Education Innovation and Research

SEC. 4611. [20 U.S.C. 7261] GRANTS FOR EDUCATION INNOVATION AND RESEARCH.

(a) PROGRAM AUTHORIZED.—

(1) IN GENERA.—L From funds reserved under section 4601(b)(2)(A), the Secretary shall make grants to eligible entities to enable the eligible entities to—

(A) create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and

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(B) rigorously evaluate such innovations, in accordance with subsection (e).

(2) DESCRIPTION OF GRANTS.—The grants described in paragraph (1) shall include—

(A) early-phase grants to fund the development, implementation, and feasibility testing of a program, which prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement or attainment for high-need students;

(B) mid-phase grants to fund implementation and a rigorous evaluation of a program that has been successfully implemented under an early-phase grant described in subparagraph (A) or other effort meeting similar criteria, for the purpose of measuring the program's impact and cost effectiveness, if possible using existing administrative data; and

(C) expansion grants to fund implementation and a rigorous replication evaluation of a program that has been found to produce sizable, important impacts under a mid-phase grant described in subparagraph (B) or other effort meeting similar criteria, for the purposes of—

(i) determining whether such impacts can be successfully reproduced and sustained over time; and

(ii) identifying the conditions in which the program is most effective.

(b) ELIGIBLE ENTITY.—In this subpart, the term "eligible entity" means any of the following:

(1) A local educational agency.

(2) A State educational agency.

(3) The Bureau of Indian Education.

(4) A consortium of State educational agencies or local educational agencies.

(5) A nonprofit organization.

(6) A State educational agency, a local educational agency, a consortium described in paragraph (4), or the Bureau of Indian Education, in partnership with—

(A) a nonprofit organization;

(B) a business;

(C) an educational service agency; or

(D) an institution of higher education.

(c) RURAL AREAS.—

(1) IN GENERAL.—In awarding grants under subsection (a), the Secretary shall ensure that not less than 25 percent of the funds made available for any fiscal year are awarded for programs that meet both of the following requirements:

(A) The grantee is—

(i) a local educational agency with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;

(ii) a consortium of such local educational agencies;

(iii) an educational service agency or a nonprofit organization in partnership with such a local educational agency; or

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(iv) a grantee described in clause (i) or (ii) in partnership with a State educational agency.

(B) A majority of the schools to be served by the program are designated with a locale code of 32, 33, 41, 42, or 43, or a combination of such codes, as determined by the Secretary.

(2) EXCEPTION.—Notwithstanding paragraph (1), the Secretary shall reduce the amount of funds made available under such paragraph if the Secretary does not receive a sufficient number of applications of sufficient quality.

(d) MATCHING FUNDS.—In order to receive a grant under subsection (a), an eligible entity shall demonstrate that the eligible entity will provide matching funds, in cash or through in-kind contributions, from Federal, State, local, or private sources in an amount equal to 10 percent of the funds provided under such grant, except that the Secretary may waive the matching funds requirement, on a case-by-case basis, upon a showing of exceptional circumstances, such as—

(1) the difficulty of raising matching funds for a program to serve a rural area;

(2) the difficulty of raising matching funds in areas with a concentration of local educational agencies or schools with a high percentage of students aged 5 through 17—

(A) who are in poverty, as counted in the most recent census data approved by the Secretary;

(B) who are eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

(C) whose families receive assistance under the State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

(D) who are eligible to receive medical assistance under the Medicaid program; and

(3) the difficulty of raising funds on tribal land.

(e) EVALUATION.—Each recipient of a grant under this section shall conduct an independent evaluation of the effectiveness of the program carried out under such grant.

(f) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 5 percent of the funds appropriated under section 4601(b)(2)(A) for each fiscal year to—

(1) provide technical assistance for eligibility entities, which may include pre-application workshops, web-based seminars, and evaluation support; and

(2) to disseminate best practices.

Subpart 2—Community Support for School Success

SEC. 4621. [20 U.S.C. 7271] PURPOSES.

The purposes of this subpart are to—

(1) significantly improve the academic and developmental outcomes of children living in the most distressed communities of the United States, including ensuring school readiness, high

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school graduation, and access to a community-based continuum of high-quality services; and

(2) provide support for the planning, implementation, and operation of full-service community schools that improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.

SEC. 4622. [20 U.S.C. 7272] DEFINITIONS.

In this subpart:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means the following:

(A) With respect to a grant for activities described in section 4623(a)(1)(A)—

(i) an institution of higher education, as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002);

(ii) an Indian tribe or tribal organization, as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b); or

(iii) one or more nonprofit entities working in formal partnership with not less than 1 of the following entities:

(I) A high-need local educational agency.

(II) An institution of higher education, as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002).

(III) The office of a chief elected official of a unit of local government.

(IV) An Indian tribe or tribal organization, as defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b).

(B) With respect to a grant for activities described in section 4623(a)(1)(B), a consortium of—

(i)(I) 1 or more local educational agencies; or

(II) the Bureau of Indian Education; and

(ii) 1 or more community-based organizations, nonprofit organizations, or other public or private entities.

(2) FULL-SERVICE COMMUNITY SCHOOL.—The term "full-service community school" means a public elementary school or secondary school that—

(A) participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and

(B) provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

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(3) PIPELINE SERVICES.—The term "pipeline services" means a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment. Such services shall include, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

(A) High-quality early childhood education programs.

(B) High-quality school and out-of-school-time programs and strategies.

(C) Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.

(D) Family and community engagement and supports, which may include engaging or supporting families at school or at home.

(E) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.

(F) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.

(G) Social, health, nutrition, and mental health services and supports.

(H) Juvenile crime prevention and rehabilitation programs.

SEC. 4623. [20 U.S.C. 7273] PROGRAM AUTHORIZED.

(a) PROGRAM AUTHORIZED.—

(1) IN GENERAL.—The Secretary shall use not less than 95 percent of the amounts made available under section 4601(b)(2)(B) to award grants, on a competitive basis and subject to subsection (e), to eligible entities for the following activities:

(A) PROMISE NEIGHBORHOODS.—The implementation of a comprehensive, effective continuum of coordinated services that meets the purpose described in section 4621(1) by carrying out activities in neighborhoods with—

(i) high concentrations of low-income individuals;

(ii) multiple signs of distress, which may include high rates of poverty, childhood obesity, academic failure, and juvenile delinquency, adjudication, or incarceration; and

(iii) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

(B) FULL-SERVICE COMMUNITY SCHOOLS.—The provision of assistance to public elementary schools or sec-

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ondary schools to function as full-service community schools.

(2) SUFFICIENT SIZE AND SCOPE.—Each grant awarded under this subpart shall be of sufficient size and scope to allow the eligible entity to carry out the applicable purposes of this subpart.

(b) DURATION.—A grant awarded under this subpart shall be for a period of not more than 5 years, and may be extended for an additional period of not more than 2 years.

(c) CONTINUED FUNDING.—Continued funding of a grant under this subpart, including a grant extended under subsection (b), after the third year of the initial grant period shall be contingent on the eligible entity's progress toward meeting—

(1) with respect to a grant for activities described in section 4624, the performance metrics described in section 4624(h); and

(2) with respect to a grant for activities described in section 4625, annual performance objectives and outcomes under section 4625(a)(4)(C).

(d) MATCHING REQUIREMENTS.—

(1) PROMISE NEIGHBORHOOD ACTIVITIES.—

(A) MATCHING FUNDS.—Each eligible entity receiving a grant under this subpart for activities described in section 4624 shall contribute matching funds in an amount equal to not less than 100 percent of the amount of the grant. Such matching funds shall come from Federal, State, local, and private sources.

(B) PRIVATE SOURCES.—The Secretary shall require that a portion of the matching funds come from private sources, which may include in-kind contributions.

(C) ADJUSTMENT.—The Secretary may adjust the matching funds requirement under this paragraph for applicants that demonstrate high need, including applicants from rural areas and applicants that wish to provide services on tribal lands.

(D) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce, on a case-by-case basis, the matching requirement under this paragraph, including the requirement for funds from private sources, for a period of 1 year at a time, if the eligible entity demonstrates significant financial hardship.

(2) FULL-SERVICE COMMUNITY SCHOOLS ACTIVITIES.—

(A) IN GENERAL.—Each eligible entity receiving a grant under this subpart for activities described in section 4625 shall provide matching funds from non-Federal sources, which may be provided in part with in-kind contributions.

(B) SPECIAL RULE.—The Bureau of Indian Education may meet the requirement of subparagraph (A) using funds from other Federal sources.

(3) SPECIAL RULES.—

(A) IN GENERAL.—The Secretary may not require any eligible entity receiving a grant under this subpart to pro-

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vide matching funds in an amount that exceeds the amount of the grant award.

(B) CONSIDERATION.—Notwithstanding this subsection, the Secretary shall not consider the ability of an eligible entity to match funds when determining which applicants will receive grants under this subpart.

(e) RESERVATION FOR RURAL AREAS.—

(1) IN GENERAL.—From the amounts allocated under subsection (a) for grants to eligible entities, the Secretary shall use not less than 15 percent of such amounts to award grants to eligible entities that propose to carry out the activities described in such subsection in rural areas.

(2) EXCEPTION.—The Secretary shall reduce the amount described in paragraph (1) if the Secretary does not receive a sufficient number of applications of sufficient quality.

(f) MINIMUM NUMBER OF GRANTS.—For each fiscal year, the Secretary shall award under this subpart not fewer than 3 grants for activities described in section 4624 and not fewer than 10 grants for activities described in section 4625, subject to the availability of appropriations, the requirements of subsection (a)(2), and the number and quality of applications.

SEC. 4624. [20 U.S.C. 7274] PROMISE NEIGHBORHOODS.

(a) APPLICATION REQUIREMENTS.—An eligible entity desiring a grant under this subpart for activities described in this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require, including, at a minimum, all of the following:

(1) A plan to significantly improve the academic outcomes of children living in a neighborhood that is served by the eligible entity—

(A) by providing pipeline services that address the needs of children in the neighborhood, as identified by the needs analysis described in paragraph (4); and

(B) that is supported by effective practices.

(2) A description of the neighborhood that the eligible entity will serve.

(3) Measurable annual objectives and outcomes for the grant, in accordance with the metrics described in subsection (h), for each year of the grant.

(4) An analysis of the needs and assets of the neighborhood identified in paragraph (1), including—

(A) the size and scope of the population affected;

(B) a description of the process through which the needs analysis was produced, including a description of how parents, families, and community members were engaged in such analysis;

(C) an analysis of community assets and collaborative efforts (including programs already provided from Federal and non-Federal sources) within, or accessible to, the neighborhood, including, at a minimum, early learning opportunities, family and student supports, local businesses, local educational agencies, and institutions of higher education;

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(D) the steps that the eligible entity is taking, at the time of the application, to address the needs identified in the needs analysis; and

(E) any barriers the eligible entity, public agencies, and other community-based organizations have faced in meeting such needs.

(5) A description of—

(A) all information that the entity used to identify the pipeline services to be provided, which shall not include information that is more than 3 years old; and

(B) how the eligible entity will—

(i) collect data on children served by each pipeline service; and

(ii) increase the percentage of children served over time.

(6) A description of the process used to develop the application, including the involvement of family and community members.

(7) A description of how the pipeline services will facilitate the coordination of the following activities:

(A) Providing early learning opportunities for children, including by—

(i) providing opportunities for families to acquire the skills to promote early learning and child development; and

(ii) ensuring appropriate diagnostic assessments and referrals for children with disabilities and children aged 3 through 9 experiencing developmental delays, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), where applicable.

(B) Supporting, enhancing, operating, or expanding rigorous, comprehensive, effective educational improvements, which may include high-quality academic programs, expanded learning time, and programs and activities to prepare students for postsecondary education admissions and success.

(C) Supporting partnerships between schools and other community resources with an integrated focus on academics and other social, health, and familial supports.

(D) Providing social, health, nutrition, and mental health services and supports, for children, family members, and community members, which may include services provided within the school building.

(E) Supporting evidence-based programs that assist students through school transitions, which may include expanding access to postsecondary education courses and postsecondary education enrollment aid or guidance, and other supports for at-risk youth.

(8) A description of the strategies that will be used to provide pipeline services (including a description of which programs and services will be provided to children, family members, community members, and children within the neighborhood) to support the purpose described in section 4621(1).

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(9) An explanation of the process the eligible entity will use to establish and maintain family and community engagement, including—

(A) involving representative participation by the members of such neighborhood in the planning and implementation of the activities of each grant awarded under this subpart for activities described in this section;

(B) the provision of strategies and practices to assist family and community members in actively supporting student achievement and child development;

(C) providing services for students, families, and communities within the school building; and

(D) collaboration with institutions of higher education, workforce development centers, and employers to align expectations and programming with postsecondary education and workforce readiness,

(10) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.

(b) PRIORITY.—In awarding grants for activities described in this section, the Secretary shall give priority to eligible entities that will use funds under subsection (d) for evidence-based activities, which, for purposes of this subsection, is defined as activities meeting the requirements of section 8101(21)(A)(i).

(c) MEMORANDUM OF UNDERSTANDING.—As eligible entity shall, as part of the application described in subsection (a), submit a preliminary memorandum of understanding, signed by each partner entity or agency described in section 4622(1)(A)(3) (if applicable) and detailing each partner's financial, programmatic, and long-term commitment with respect to the strategies described in the application.

(d) USES OF FUNDS.—Each eligible entity that receives a grant under this subpart to carry out a program of activities described in this section shall use the grant funds to—

(1) support planning activities to develop and implement pipeline services;

(2) implement the pipeline services; and

(3) continuously evaluate the success of the program and improve the program based on data and outcomes.

(e) SPECIAL RULES.—

(1) FUNDS FOR PIPELINE SERVICES.—Each eligible entity that receives a grant under this subpart for activities described in this section shall, for the first year of the grant, use not less than 50 percent of the grant funds, and, for the second year of the grant, use not less than 25 percent of the grant funds, to carry out the activities described in subsection (d)(1).

(2) OPERATIONAL FLEXIBILITY.—Each eligible entity that operates a school in a neighborhood served by a grant program under this subpart for activities described in this section shall provide such school with the operational flexibility, including autonomy over staff, time, and budget, needed to effectively carry out the activities described in the application under subsection (a).

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(3) LIMITATION ON USE OF FUNDS FOR EARLY CHILDHOOD EDUCATION PROGRAMS.—Funds provided under this subpart for activities described in this section that are used to improve early childhood education programs shall not be used to carry out any of the following activities:

(A) Assessments that provide rewards or sanctions for individual children or teachers.

(B) A single assessment that is used as the primary or sole method for assessing program effectiveness.

(C) Evaluating children, other than for the purposes of improving instruction, classroom environment, professional development, or parent and family engagement, or program improvement.

(f) REPORT.—Each eligible entity that receives a grant under this subpart for activities described in this section shall prepare and submit an annual report to the Secretary, which shall include—

(1) information about the number and percentage of children in the neighborhood who are served by the grant program, including a description of the number and percentage of children accessing each support or service offered as part of the pipeline services; and

(2) information relating to the performance metrics described in subsection (h).

(g) PUBLICLY AVAILABLE DATA.—Each eligible entity that receives a grant under this subpart for activities described in this section shall make publicly available, including through electronic means, the information described in subsection (f). To the extent practicable, such information shall be provided in a form and language accessible to parents and families in the neighborhood served under the grant, and such information shall be a part of statewide longitudinal data systems.

(h) PERFORMANCE INDICATORS.—

(1) IN GENERAL.—The Secretary shall establish performance indicators under paragraph (2) and corresponding metrics to be used for the purpose of reporting under paragraph (3) and program evaluation under subsection (i).

(2) INDICATORS.—The performance indicators established by the Secretary under paragraph (1) shall be indicators of improved academic and developmental outcomes for children, including indicators of school readiness, high school graduation, postsecondary education and career readiness, and other academic and developmental outcomes, to promote—

(A) data-driven decision-making by eligible entities receiving funds under this subpart; and

(B) access to a community-based continuum of high-quality services for children living in the most distressed communities of the United States, beginning at birth.

(3) REPORTING.—Each eligible entity that receives a grant under this subpart for activities described in this section shall annually collect and report to the Secretary data on the performance indicators described in paragraph (2) for use by the Secretary in making a determination concerning continuation

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funding and grant extension under section 4623(b) for each eligible entity.

(i) EVALUATION.—The Secretary shall reserve not more than 5 percent of the funds made available under section 4601(b)(2)(A) to provide technical assistance and evaluate the implementation and impact of the activities funded under this section, in accordance with section 8601.

SEC. 4625. [20 U.S.C. 7275] FULL-SERVICE COMMUNITY SCHOOLS.

(a) APPLICATION.—An eligible entity that desires a grant under this subpart for activities described in this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The Secretary shall require that each such application include the following:

(1) A description of the eligible entity.

(2) A memorandum of understanding among all partner entities in the eligible entity that will assist the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.

(3) A description of the capacity of the eligible entity to coordinate and provide pipeline services at 2 or more full-service community schools.

(4) A comprehensive plan that includes descriptions of the following:

(A) The student, family, and school community to be served, including demographic information.

(B) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.

(C) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—

(i) prepared for kindergarten;

(ii) achieving academically; and

(iii) safe, healthy, and supported by engaged parents.

(D) Pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of—

(i) why such services have been selected;

(ii) how such services will improve student academic achievement; and

(iii) how such services will address the annual measurable performance objectives and outcomes established under subparagraph (C).

(E) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

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(F) Plans for annual evaluation based upon attainment of the performance objectives and outcomes described in subparagraph (C).

(G) Plans for sustaining the programs and services described in this subsection after the grant period.

(5) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b).

(b) PRIORITY.—In awarding grants under this subpart for activities described in this section, the Secretary shall give priority to eligible entities that—

(1)(A) will serve a minimum of 2 or more full-service community schools eligible for a schoolwide program under section 1114(b), as part of a community- or district-wide strategy; or

(B) include a local educational agency that satisfies the requirements of—

(i) subparagraph (A), (B), or (C) of section 5211(b)(1); or

(ii) subparagraphs (A) and (B) of section 5221(b)(1);

(2) are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness; and

(3) will use funds for evidence-based activities described in subsection (e), defined for purposes of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).

(c) PLANNING.—The Secretary may authorize an eligible entity receiving a grant under this subpart for activities described in this section to use not more than 10 percent of the total amount of grant funds for planning purposes during the first year of the grant.

(d) MINIMUM AMOUNT.—The Secretary may not award a grant under this subpart for activities described in this section to an eligible entity in an amount that is less than $75,000 for each year of the grant period, subject to the availability of appropriations.

(e) USE OF FUNDS.—Grants awarded under this subpart for activities described in this section shall be used to—

(1) coordinate not less than 3 existing pipeline services, as of the date of the grant award, and provide not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools;

(2) to the extent practicable, integrate multiple pipeline services into a comprehensive, coordinated continuum to achieve the annual measurable performance objectives and outcomes under subsection (a)(4)(C) to meet the holistic needs of children; and

(3) if applicable, coordinate and integrate services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel.

(f) EVALUATIONS BY THE INSTITUTE OF EDUCATION SCIENCES.—The Secretary, acting through the Director of the Institute of Education Sciences, shall conduct evaluations of the effectiveness of

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grants under this subpart for activities described in this section in achieving the purpose described in section 4621(2).

(g) EVALUATIONS BY GRANTEES.—The Secretary shall require each eligible entity receiving a grant under this subpart for activities described in this section to—

(1) conduct annual evaluations of the progress achieved with the grant toward the purpose described in section 4621(2);

(2) use such evaluations to refine and improve activities carried out through the grant and the annual measurable performance objectives and outcomes under subsection (a)(4)(C); and

(3) make the results of such evaluations publicly available, including by providing public notice of such availability.

(h) CONSTRUCTION CLAUSE.—Nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or local educational agency employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

(i) SUPPLEMENT, NOT SUPPLANT.—Funds made available to an eligible entity through a grant under this subpart for activities described in this section may be used only to supplement, and not supplant, any other Federal, State, or local funds that would otherwise be available to carry out the activities assisted under this section.

Subpart 3—National Activities for School Safety

SEC. 4631. [20 U.S.C. 7281] NATIONAL ACTIVITIES FOR SCHOOL SAFETY.

(a) PROGRAM AUTHORIZED.—

(1) IN GENERAL.—From the funds reserved under section 4601(b)(1), the Secretary—

(A) shall use a portion of such funds for the Project School Emergency Response to Violence program (in this section referred to as "Project SERV"), in order to provide education-related services to eligible entities; and

(B) may use a portion of such funds to carry out other activities to improve students' safety and well-being, during and after the school day, under this section directly or through grants, contracts, or cooperative agreements with public or private entities or individuals, or other Federal agencies, such as providing technical assistance to States and local educational agencies carrying out activities under this section or conducting a national evaluation.

(2) AVAILABILITY.—Amounts reserved under section 4601(b)(1) for Project SERV are authorized to remain available until expended for Project SERV.

(b) PROJECT SERV.—

(1) ADDITIONAL USE OF FUNDS.—Funds made available under subsection (a) for extended services grants under Project SERV may be used by an eligible entity to initiate or strengthen violence prevention activities as part of the activities de-

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signed to restore the learning environment that was disrupted by the violent or traumatic crisis in response to which the grant was awarded.

(2) APPLICATION PROCESS

(A) IN GENERAL.—An eligible entity desiring to use a portion of extended services grant funds under Project SERV to initiate or strengthen a violence prevention activity shall—

(i) submit, in an application that meets all requirements of the Secretary for Project SERV, the information described in subparagraph (B); or

(ii) in the case of an eligible entity that has already received an extended services grant under Project SERV, submit an addition to the original application that includes the information described in subparagraph (B).

(B) APPLICATION REQUIREMENTS.—An application, or addition to an application, for an extended services grant pursuant to subparagraph (A) shall include the following:

(i) A demonstration of the need for funds due to a continued disruption or a substantial risk of disruption to the learning environment.

(ii) An explanation of the proposed activities that are designed to restore and preserve the learning environment.

(iii) A budget and budget narrative for the proposed activities.

(3) AWARD BASIS.—Any award of funds under Project SERV for violence prevention activities under this section shall be subject to the discretion of the Secretary and the availability of funds.

(4) PROHIBITED USE.—No funds provided to an eligible entity for violence prevention activities may be used for construction, renovation, or repair of a facility or for the permanent infrastructure of the eligible entity.

(c) DEFINITION OF ELIGIBLE ENTITY.—In this section, the term "eligible entity" means—

(1) a local educational agency, as defined in subparagraph (A), (B), or (C) of section 8101(30), or institution of higher education in which the learning environment has been disrupted due to a violent or traumatic crisis; or

(2) the Bureau of Indian Education in a case where the learning environment of a school operated or funded by the Bureau, including a school meeting the definition of a local educational agency under section 8101(30)(C), has been disrupted due to a violent or traumatic crisis.

Subpart 4—Academic Enrichment

SEC. 4641. [20 U.S.C. 7291] AWARDS FOR ACADEMIC ENRICHMENT.

(a) PROGRAM AUTHORIZED.—From funds reserved under section 4601(b)(2)(C), the Secretary shall award grants, contracts, or cooperative agreements, on a competitive basis, to eligible entities for

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the purposes of enriching the academic experience of students by promoting—

(1) arts education for disadvantaged students and students who are children with disabilities, as described in section 4642;

(2) school readiness through the development and dissemination of accessible instructional programming for preschool and elementary school children and their families, as described in section 4643; and

(3) support for high-ability learners and high-ability learning, as described in section 4644.

(b) ANNUAL AWARDS.—The Secretary shall annually make awards to fulfill each of the purposes described in paragraphs (1) through (3) of subsection (a).

SEC. 4642. [20 U.S.C. 7292] ASSISTANCE FOR ARTS EDUCATION.

(a) AWARDS TO PROVIDE ASSISTANCE FOR ARTS EDUCATION.—

(1) IN GENERAL.—Awards made to eligible entities to fulfill the purpose described in section 4641(a)(1), shall be used for a program (to be known as the "Assistance for Arts Education program") to promote arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as—

(A) professional development for arts educators, teachers, and principals;

(B) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and

(C) community and national outreach activities that strengthen and expand partnerships among schools, local educational agencies, communities, or centers for the arts, including national centers for the arts.

(b) CONDITIONS.—As conditions of receiving assistance made available under this section, the Secretary shall require each eligible entity receiving such assistance—

(1) to coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters; and

(2) to use such assistance only to supplement, and not to supplant, any other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

(c) CONSULTATION.—In carrying out this section, the Secretary shall consult with Federal agencies or institutions, arts educators (including professional arts education associations), and organizations representing the arts (including State and local arts agencies involved in arts education).

(d) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible entities that are eligible national nonprofit organizations.

(e) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means—

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(A) a local educational agency in which 20 percent or more of the students served by the local educational agency are from families with an income below the poverty line;

(B) a consortium of such local educational agencies;

(C) a State educational agency;

(D) an institution of higher education;

(E) a museum or cultural institution;

(F) the Bureau of Indian Education;

(G) an eligible national nonprofit organization; or

(H) another private agency, institution, or organization.

(2) ELIGIBLE NATIONAL NONPROFIT ORGANIZATION.—The term "eligible national nonprofit organization" means an organization of national scope that—

(A) is supported by staff, which may include volunteers, or affiliates at the State and local levels; and

(B) demonstrates effectiveness or high-quality plans for addressing arts education activities for disadvantaged students or students who are children with disabilities.

SEC. 4643. [20 U.S.C. 7293] READY TO LEARN PROGRAMMING.

(a) AWARDS TO PROMOTE SCHOOL READINESS THROUGH READY TO LEARN PROGRAMMING.—

(1) IN GENERAL.—Awards made to eligible entities described in paragraph (3) to fulfill the purpose described in section 4641(a)(2) shall—

(A) be known as "Ready to Learn Programming awards"; and

(B) be used to—

(i) develop, produce, and distribute accessible educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement;

(ii) facilitate the development, directly or through contracts with producers of children's and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming;

(iii) facilitate the development of programming and digital content containing Ready-to-Learn programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet;

(iv) contract with entities (such as public telecommunications entities) so that programming developed under this section is disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies; and

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(v) develop and disseminate education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed—

(I) to promote school readiness; and

(II) to promote the effective use of materials developed under clauses (ii) and (iii) among parents, family members, teachers, principals and other school leaders, Head Start providers, providers of family literacy services, child care providers, early childhood educators, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children.

(2) AVAILABILITY.—In awarding or entering into grants, contracts, or cooperative agreements under this section, the Secretary shall ensure that eligible entities described in paragraph (3) make programming widely available, with support materials as appropriate, to young children, parents, child care workers, Head Start providers, and providers of family literacy services to increase the effective use of such programming.

(3) ELIGIBLE ENTITIES.—To be eligible to receive a grant, contract, or cooperative agreement under this section, an entity shall be a public telecommunications entity that is able to demonstrate each of the following:

(A) A capacity for the development and national distribution of educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children.

(B) A capacity to contract with the producers of children's television programming for the purpose of developing educational television programming of high quality.

(C) A capacity, consistent with the entity's mission and nonprofit nature, to negotiate such contracts in a manner that returns to the entity an appropriate share of any ancillary income from sales of any program-related products.

(D) A capacity to localize programming and materials to meet specific State and local needs and to provide educational outreach at the local level.

(4) COORDINATION OF ACTIVITIES.—An entity receiving a grant, contract, or cooperative agreement under this section shall consult with the Secretary and the Secretary of Health and Human Services—

(A) to maximize the use of high-quality educational programming by preschool and elementary school children, and make such programming widely available to Federally funded programs serving such populations; and

(B) to coordinate activities with Federal programs that have major training components for early childhood development, including programs under the Head Start Act (42 U.S.C. 9831 et seq.) and State training activities funded under the Child Care and Development Block Grant Act of

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1990 (42 U.S.C. 9858 et seq.), regarding the availability and utilization of materials developed under paragraph (1)(B)(v) to enhance parent and child care provider skills in early childhood development and education.

(b) APPLICATIONS.—To be eligible to receive a grant, contract, or cooperative agreement under subsection (a), an entity shall submit to the Secretary an application at such time and in such manner as the Secretary may reasonably require. The application shall include—

(1) a description of the activities to be carried out under this section;

(2) a list of the types of entities with which such entity will enter into contracts under subsection (a)(1)(B)(iv);

(3) a description of the activities the entity will undertake widely to disseminate the content developed under this section; and

(4) a description of how the entity will comply with subsection (a)(2).

(c) REPORTS AND EVALUATIONS.—

(1) ANNUAL REPORT TO SECRETARY.—An entity receiving a grant, contract, or cooperative agreement under this section shall prepare and submit to the Secretary an annual report. The report shall describe the program activities undertaken with funds received under the grant, contract, or cooperative agreement, including each of the following:

(A) The programming that has been developed, directly or indirectly, by the eligible entity, and the target population of the programming.

(B) The support and training materials that have been developed to accompany the programming, and the method by which the materials are distributed to consumers and users of the programming.

(C) The means by which programming developed under this section has been distributed, including the distance learning technologies that have been utilized to make programming available, and the geographic distribution achieved through such technologies.

(D) The initiatives undertaken by the entity to develop public-private partnerships to secure non-Federal support for the development, distribution, and broadcast of educational and instructional programming.

(2) REPORT TO CONGRESS.—The Secretary shall prepare and submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives a biannual report that includes the following:

(A) A summary of the activities assisted under subsection (a).

(B) A description of the education and training materials made available under subsection (a)(1)(B)(v), the manner in which outreach has been conducted to inform parents and child care providers of the availability of such materials, and the manner in which such materials have been distributed in accordance with such subsection.

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(d) ADMINISTRATIVE COSTS.—An entity that receives a grant, contract, or cooperative agreement under this section may use up to 5 percent of the amount received under the grant, contract, or agreement for the normal and customary expenses of administering the grant, contract, or agreement.

(e) FUNDING RULE.—Not less than 60 percent of the amount used by the Secretary to carry out this section for each fiscal year shall be used to carry out activities under clauses (ii) through (iv) of subsection (a)(1)(B).

SEC. 4644. [20 U.S.C. 7294] SUPPORTING HIGH-ABILITY LEARNERS AND LEARNING.

(a) PURPOSE.—The purpose of this section is to promote and initiate a coordinated program, to be known as the "Jacob K. Javits Gifted and Talented Students Education Program", of evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.

(b) PROGRAM AUTHORIZED.—

(1) IN GENERAL.—The Secretary (after consultation with experts in the field of the education of gifted and talented students) shall make awards to, or enter into contracts with, State educational agencies, local educational agencies, the Bureau of Indian Education, institutions of higher education, other public agencies, and other private agencies and organizations to assist such agencies, institutions, or organizations, or the Bureau, in carrying out programs or projects to fulfill the purpose described in section 4641(a)(3), including the training of personnel in the identification and education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods for all students.

(2) APPLICATION.—Each entity seeking assistance under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. Each application shall describe how—

(A) the proposed identification methods, as well as gifted and talented services, materials, and methods, can be adapted, if appropriate, for use by all students; and

(B) the proposed programs can be evaluated.

(c) USES OF FUNDS.—Programs and projects assisted under this section may include any of the following:

(1) Conducting evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students.

(2) Establishing and operating programs and projects for identifying and serving gifted and talented students, including innovative methods and strategies (such as summer programs, mentoring programs, peer tutoring programs, service learning programs, and cooperative learning programs involving business, industry and education) for identifying and educating students who may not be served by traditional gifted and talented programs.

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(3) Providing technical assistance and disseminating information, which may include how gifted and talented programs and methods may be adapted for use by all students, particularly low-income and at-risk students.

(d) CENTER FOR RESEARCH AND DEVELOPMENT.—

(1) IN GENERAL.—The Secretary (after consultation with experts in the field of the education of gifted and talented students) shall establish a National Research Center for the Education of Gifted and Talented Children and Youth through grants to, or contracts with, one or more institutions of higher education or State educational agencies, or a combination or consortium of such institutions and agencies and other public or private agencies and organizations, for the purpose of carrying out activities described in subsection (c).

(2) DIRECTOR.—The National Center shall be headed by a Director. The Secretary may authorize the Director to carry out such functions of the National Center as may be agreed upon through arrangements with institutions of higher education, State educational agencies, local educational agencies, or other public or private agencies and organizations.

(e) COORDINATION.—Evidence-based activities supported under this section—

(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordinated with and enhance the research and development activities supported by the Institute; and

(2) may include collaborative evidence-based activities that are jointly funded and carried out with such Institute.

(f) GENERAL PRIORITY.—In carrying out this section, the Secretary shall give highest priority to programs and projects designed to—

(1) develop new information that—

(A) improves the capability of schools to plan, conduct, and improve programs to identify and serve gifted and talented students; or

(B) assists schools in the identification of, and provision of services to, gifted and talented students (including economically disadvantaged individuals, individuals who are English learners, and children with disabilities) who may not be identified and served through traditional assessment methods; or

(2) implement evidence-based activities, defined in this paragraph as activities meeting the requirements of section 8101(21)(A)(i).

(g) PARTICIPATION OF PRIVATE SCHOOL CHILDREN AND TEACHERS.—In making grants and entering into contracts under this section, the Secretary shall ensure, where appropriate, that provision is made for the equitable participation of students and teachers in private nonprofit elementary schools and secondary schools, including the participation of teachers and other personnel in professional development programs serving such students.

(h) REVIEW, DISSEMINATION, AND EVALUATION.—The Secretary shall—

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(1) use a peer-review process in reviewing applications under this section;

(2) ensure that information on the activities and results of programs and projects funded under this section is disseminated to appropriate State educational agencies, local educational agencies, and other appropriate organizations, including private nonprofit organizations; and

(3) evaluate the effectiveness of programs under this section in accordance with section 8601, in terms of the impact on students traditionally served in separate gifted and talented programs and on other students, and submit the results of such evaluation to Congress not later than 2 years after the date of enactment of the Every Student Succeeds Act.

(i) PROGRAM OPERATIONS.—The Secretary shall ensure that the programs under this section are administered within the Department by a person who has recognized professional qualifications and experience in the field of the education of gifted and talented students and who shall—

(1) administer and coordinate the programs authorized under this section;

(2) serve as a focal point of national leadership and information on the educational needs of gifted and talented students and the availability of educational services and programs designed to meet such needs;

(3) assist the Director of the Institute of Education Sciences in identifying research priorities that reflect the needs of gifted and talented students; and

(4) disseminate, and consult on, the information developed under this section with other offices within the Department.

TITLE V—FLEXIBILITY AND ACCOUNTABILITY

PART A—FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

SEC. 5101. [20 U.S.C. 7305] SHORT TITLE.

This part may be cited as the "State and Local Transferability Act".

SEC. 5102. [20 U.S.C. 7305a] PURPOSE.

The purpose of this part is to allow States and local educational agencies the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of States and localities.

SEC. 5103. [20 U.S.C. 7305b] TRANSFERABILITY OF FUNDS.

(a) TRANSFERS BY STATES.—

(1) IN GENERAL.—In accordance with this part, a State may transfer all, or any lesser amount, of State funds (including funds transferred under paragraph (2)) allotted to the State for use for State-level activities under the following provisions for a fiscal year to one or more of the State's allotments for such fiscal year under any other of such provisions:

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(A) Part A of title II.
(B) Part A of title IV.
(C) Section 4202(c)(3).

(2) ADDITIONAL FUNDS.—In accordance with this part, a State may transfer any funds allotted to the State under a provision listed in paragraph (1) for a fiscal year to its allotment under any other of the following provisions:

(A) Part A of title I.
(B) Part C of title I.
(C) Part D of title I.
(D) Part A of title III.
(E) Part B.

(b) TRANSFERS BY LOCAL EDUCATIONAL AGENCIES.—

(1) AUTHORITY TO TRANSFER FUNDS.—

(A) IN GENERAL.—In accordance with this part, a local educational agency may transfer all, or any lesser amount, of the funds allocated to it under each of the provisions listed in paragraph (2) for a fiscal year to one or more of its allocations for such fiscal year under any other provision listed in paragraph (2).

(B) ADDITIONAL FUNDS.—In accordance with this part, a local educational agency may transfer any funds allotted to such agency under a provision listed in paragraph (2) for a fiscal year to its allotment under any other of the following provisions:

(i) Part A of title I.
(ii) Part C of title I.
(iii) Part D of title I.
(iv) Part A of title III.
(v) Part B.

(2) APPLICABLE PROVISIONS.—A local educational agency may transfer funds under subparagraph (A) or (B) of paragraph (1) from allocations made under each of the following provisions:

(A) Part A of title II.
(B) Part A of title IV.

(c) NO TRANSFER OF CERTAIN FUNDING.—A State or local educational agency may not transfer under this part to any other program any funds allotted or allocated to it for the following provisions:

(1) Part A of title I.
(2) Part C of title I.
(3) Part D of title I.
(4) Part A of title III.
(5) Part B.

(d) MODIFICATION OF PLANS AND APPLICATIONS; NOTIFICATION.—

(1) STATE TRANSFERS.—Each State that makes a transfer of funds under this section shall—

(A) modify, to account for such transfer, each State plan, or application submitted by the State, to which such funds relate;

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(B) not later than 30 days after the date of such transfer, submit a copy of such modified plan or application to the Secretary; and

(C) not later than 30 days before the effective date of such transfer, notify the Secretary of such transfer.

(2) LOCAL TRANSFERS.—Each local educational agency that makes a transfer of funds under this section shall—

(A) modify, to account for such transfer, each local plan, or application submitted by the agency, to which such funds relate;

(B) not later than 30 days after the date of such transfer, submit a copy of such modified plan or application to the State; and

(C) not later than 30 days before the effective date of such transfer, notify the State of such transfer.

(e) APPLICABLE RULES.—

(1) IN GENERAL.—Except as otherwise provided in this part, funds transferred under this section are subject to each of the rules and requirements applicable to the funds under the provision to which the transferred funds are transferred.

(2) CONSULTATION.—Each State educational agency or local educational agency that transfers funds under this section shall conduct consultations in accordance with section 8501, if such transfer transfers funds from a program that provides for the ticipation of students, teachers, or other educational personnel, from private schools.

PART B—RURAL EDUCATION INITIATIVE

SEC. 5201. [20 U.S.C. 7341] SHORT TITLE.

This part may be cited as the "Rural Education Achievement Program".

SEC. 5202. [20 U.S.C. 7341a] PURPOSE.

It is the purpose of this part to address the unique needs of rural school districts that frequently—

(1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and

(2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Subpart 1—Small, Rural School Achievement Program

SEC. 5211. [20 U.S.C. 7345] USE OF APPLICABLE FUNDING.

(a) ALTERNATIVE USES.—

(1) IN GENERAL.—Notwithstanding any other provision of law, an eligible local educational agency may use the applicable funding that the agency is eligible to receive from the State educational agency for a fiscal year to carry out local activities authorized under any of the following provisions:

(A) Part A of title I.

(B) Part A of title II.

(C) Title III.

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(D) Part A or B of title IV.

(2) NOTIFICATION.—An eligible local educational agency shall notify the State educational agency of the local educational agency's intention to use the applicable funding in accordance with paragraph (1), by a date that is established by the State educational agency for the notification.

(b) ELIGIBILITY.—

(1) IN GENERAL.—A local educational agency shall be eligible to use the applicable funding in accordance with subsection (a) if—

(A)(i)(I) the total number of students in average daily attendance at all of the schools served by the local educational agency is fewer than 600; or

(II) each county in which a school served by the local educational agency is located has a total population density of fewer than 10 persons per square mile; and

(ii) all of the schools served by the local educational agency are designated with a locale code of 41, 42, or 43, as determined by the Secretary;

(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii); or

(C) the local educational agency is a member of an educational service agency that does not receive funds under this subpart and the local educational agency meets the requirements of this part.

(2) CERTIFICATION.—The Secretary shall determine whether to waive the criteria described in paragraph (1)(A)(ii) based on a demonstration by the local educational agency, and concurrence by the State educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

(c) APPLICABLE FUNDING DEFINED.—In this section, the term "applicable funding" means funds provided under any of the following provisions:

(1) Part A of title II.

(2) Part A of title IV.

(d) DISBURSEMENT.—Each State educational agency that receives applicable funding for a fiscal year shall disburse the applicable funding to local educational agencies for alternative uses under this section for the fiscal year at the same time as the State educational agency disburses the applicable funding to local educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

(e) APPLICABLE RULES.—Applicable funding under this section shall be available to carry out local activities authorized under subsection (a).

SEC. 5212. [20 U.S.C. 7345a] GRANT PROGRAM AUTHORIZED.

(a) IN GENERAL.—The Secretary is authorized to award grants to eligible local educational agencies to enable the local educational

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agencies to carry out activities authorized under any of the following provisions:

(1) Part A of title I.
(2) Part A of title II.
(3) Title III.
(4) Part A or B of title IV.

(b) ALLOCATION.—

(1) ALLOCATION.—

(A) IN GENERAL.—Except as provided in paragraphs (3) and (4), the Secretary shall award a grant under subsection (a) to a local educational agency eligible under section 5211(b) for a fiscal year in an amount equal to the initial amount determined under paragraph (2) for the fiscal year minus the total amount received by the agency under the provisions of law described in section 5211(c) for the preceding fiscal year.

(B) SPECIAL DETERMINATION.—For a local educational agency that is eligible under section 5211(b)(1)(C) and is a member of an educational service agency, the Secretary may determine the award amount by subtracting from the initial amount determined under paragraph (2), an amount that is equal to that local educational agency's per-pupil share of the total amount received by the educational service agency under the provisions described in section 5211(c), as long as a determination under this subparagraph would not disproportionately affect any State.

(2) DETERMINATION OF INITIAL AMOUNT.—

(A) IN GENERAL.—The initial amount referred to in paragraph (1) is equal to $100 multiplied by the total number of students in excess of 50 students, in average daily attendance at the schools served by the local educational agency, plus $20,000, except that the initial amount may not exceed $60,000.

(B) SPECIAL RULE.—For any fiscal year for which the amount made available to carry out this part is $265,000,000 or more, subparagraph (A) shall be applied—

(i) by substituting "$25,000" for "$20,000"; and
(ii) by substituting "$80,000" for "$60,000".

(3) RATABLE ADJUSTMENT.—

(A) IN GENERAL.—If the amount made available to carry out this section for any fiscal year is not sufficient to pay in full the amounts that local educational agencies are eligible to receive under paragraph (1) for such year, the Secretary shall ratably reduce such amounts for such year.

(B) ADDITIONAL AMOUNTS.—If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

(4) HOLD HARMLESS.—For a local educational agency that is not eligible under this subpart due to amendments made by the Every Student Succeeds Act to section 5211(b)(1)(A)(ii) but met the eligibility requirements under section 6211(b) as such

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section was in effect on the day before the date of enactment of the Every Student Succeeds Act, the agency shall receive—

(A) for fiscal year 2017, 75 percent of the amount such agency received for fiscal year 2015;

(B) for fiscal year 2018, 50 percent of the amount such agency received for fiscal year 2015; and

(C) for fiscal year 2019, 25 percent of the amount such agency received for fiscal year 2015.

(c) DISBURSEMENT.—The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that fiscal year.

Subpart 2—Rural and Low-Income School Program

SEC. 5221. [20 U.S.C. 7351] PROGRAM AUTHORIZED.

(a) GRANTS TO STATES.—

(1) IN GENERAL.—From amounts appropriated under section 5234 for this subpart for a fiscal year that are not reserved under subsection (c), the Secretary shall award grants (from allotments made under paragraph (2)) for the fiscal year to State educational agencies that have applications submitted under section 5223 approved to enable the State educational agencies to award grants to eligible local educational agencies for local authorized activities described in section 5222(a).

(2) ALLOTMENT.—From amounts described in paragraph (1) for a fiscal year, the Secretary shall allot to each State educational agency for that fiscal year an amount that bears the same ratio to those amounts as the number of students in average daily attendance served by eligible local educational agencies in the State for that fiscal year bears to the number of all such students served by eligible local educational agencies in all States for that fiscal year.

(3) SPECIALLY QUALIFIED AGENCIES.—

(A) ELIGIBILITY AND APPLICATION.—If a State educational agency elects not to participate in the program under this subpart or does not have an application submitted under section 5223 approved, a specially qualified agency in such State desiring a grant under this subpart may submit an application under such section directly to the Secretary to receive an award under this subpart.

(B) DIRECT AWARDS.—The Secretary may award, on a competitive basis or by formula, the amount the State educational agency is eligible to receive under paragraph (2) directly to a specially qualified agency in the State that has submitted an application in accordance with subparagraph (A) and obtained approval of the application.

(C) SPECIALLY QUALIFIED AGENCY DEFINED.—In this subpart, the term "specially qualified agency" means an eligible local educational agency served by a State educational agency that does not participate in a program under this subpart in a fiscal year, that may apply directly

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to the Secretary for a grant in such year under this subsection.

(b) LOCAL AWARDS.—

(1) ELIGIBILITY.—A local educational agency shall be eligible to receive a grant under this subpart if—

(A)(i) 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line; and

(ii) all of the schools served by the agency are designated with a locale code of 32, 33, 41, 42, or 43, as determined by the Secretary; or

(B) the agency meets the criteria established in clause (i) of subparagraph (A) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in clause (ii) of such subparagraph.

(2) CERTIFICATION The Secretary shall determine whether to waive the criteria described in paragraph (1)(A)(ii) based on a demonstration by the local educational agency, and concurrence by the State educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

(3) AWARD BASIS.—A State educational agency shall award grants to eligible local educational agencies—

(A) on a competitive basis;

(B) according to a formula based on the number of students in average daily attendance served by the eligible local educational agencies or schools in the State; or

(C) according to an alternative formula, if, prior to awarding the grants, the State educational agency demonstrates, to the satisfaction of the Secretary, that the alternative formula enables the State educational agency to allot the grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentrations that would be served if the State educational agency used the formula described in subparagraph (B).

(c) RESERVATIONS.—From amounts appropriated under section 5234 for this subpart for a fiscal year, the Secretary shall reserve—

(1) one-half of 1 percent to make awards to elementary schools or secondary schools operated or supported by the Bureau of Indian Education, to carry out the activities authorized under this subpart; and

(2) one-half of 1 percent to make awards to the outlying areas in accordance with their respective needs, to carry out the activities authorized under this subpart.

SEC. 5222. [20 U.S.C. 7351a] USES OF FUNDS.

(a) LOCAL AWARDS.—Grant funds awarded to local educational agencies under this subpart shall be used for any of the following:

(1) Activities authorized under part A of title I.

(2) Activities authorized under part A of title II.

(3) Activities authorized under title III.

(4) Activities authorized under part A of title IV.

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(5) Parental involvement activities.

(b) ADMINISTRATIVE COSTS.—A State educational agency receiving a grant under this subpart may not use more than 5 percent of the amount of the grant for State administrative costs and to provide technical assistance to eligible local educational agencies.

SEC. 5223. [20 U.S.C. 7351b] APPLICATIONS.

(a) IN GENERAL.—Each State educational agency or specially qualified agency desiring to receive a grant under this subpart shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

(b) CONTENTS.—Each application submitted under subsection (a) shall include information on—

(1) program objectives and outcomes for activities under this subpart, including how the State educational agency or specially qualified agency will use funds to help all students meet the challenging State academic standards;

(2) if the State educational agency will competitively award grants to eligible local educational agencies, as described in section 5221(b)(3)(A), the application under the section shall include—

(A) the methods and criteria the State educational agency will use to review applications and award funds to local educational agencies on a competitive basis; and

(B) how the State educational agency will notify eligible local educational agencies of the grant competition; and

(3) a description of how the State educational agency will provide technical assistance to eligible local educational agencies to help such agencies implement the activities described in section 5222.

SEC. 5224. [20 U.S.C. 7351c] REPORT.

Each[5] State educational agency or specially qualified agency that receives a grant under this subpart shall prepare and submit an annual report to the Secretary. The report shall describe—

(1) if the report is submitted by a State educational agency, the method the State educational agency used to award grants to eligible local educational agencies, and to provide assistance to schools, under this subpart;

(2) how local educational agencies and schools used funds provided under this subpart; and

(3) the degree to which progress has been made toward meeting the objectives and outcomes described in the application submitted under section 5223, including having all students in the State or the area served by the specially qualified agency, as applicable, meet the challenging State academic standards.

SEC. 5225. [20 U.S.C. 7351d] CHOICE OF PARTICIPATION.

(a) IN GENERAL.—If a local educational agency is eligible for funding under both this subpart and subpart 1, such local educational agency may receive funds under either this subpart or sub-

[5] An em dash at the end of the section heading and the text of the matter preceding paragraph (1) appears inline with the heading as a result of the amendment made by section 5003(7)(A) of Public Law 114–95. The version of this section as so amended and set out above reflects the execution of the amendment as it should have appeared in such Public Law.

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part 1 for a fiscal year, but may not receive funds under both subparts for such fiscal year.

(b) NOTIFICATION.—A local educational agency eligible for funding under both this subpart and subpart 1 shall notify the Secretary and the State educational agency under which of such subparts the local educational agency intends to receive funds for a fiscal year by a date that is established by the Secretary for the notification.

Subpart 3—General Provisions

SEC. 5231. [20 U.S.C. 7355] ANNUAL AVERAGE DAILY ATTENDANCE DETERMINATION.

(a) CENSUS DETERMINATION.—Each local educational agency desiring a grant under section 5212 and each local educational agency or specially qualified agency desiring a grant under subpart 2 shall—

(1) not later than December 1 of each year, conduct a census to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by the agency; and

(2) not later than March 1 of each year, submit the number described in paragraph (1) to the Secretary (and to the State educational agency, in the case of a local educational agency seeking a grant under subpart (2)).

(b) PENALTY.—If the Secretary determines that a local educational agency or specially qualified agency has knowingly submitted false information under subsection (a) for the purpose of gaining additional funds under section 5212 or subpart 2, then the agency shall be fined an amount equal to twice the difference between the amount the agency received under this section and the correct amount the agency would have received under section 5212 or subpart 2 if the agency had submitted accurate information under subsection (a).

SEC. 5232. [20 U.S.C. 7355a] SUPPLEMENT, NOT SUPPLANT.

Funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

SEC. 5233. [20 U.S.C. 7355b] RULE OF CONSTRUCTION.

Nothing in this part shall be construed to prohibit a local educational agency that enters into cooperative arrangements with other local educational agencies for the provision of special, compensatory, or other education services, pursuant to State law or a written agreement, from entering into similar arrangements for the use, or the coordination of the use, of the funds made available under this part.

SEC. 5234. [20 U.S.C. 7355c] AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part $169,840,000 for each of the fiscal years 2017 through 2020, to be distributed equally between subparts 1 and 2.

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PART C—GENERAL PROVISIONS

SEC. 5301. [20 U.S.C. 7371] PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

Nothing in this title shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic standards and assessments, curriculum, or program of instruction, as a condition of eligibility to receive funds under this Act.

SEC. 5302. [20 U.S.C. 7372] RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.

TITLE VI—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A—INDIAN EDUCATION

SEC. 6101. [20 U.S.C. 7401] STATEMENT OF POLICY.

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children. It is further the policy of the United States to ensure that Indian children do not attend school in buildings that are dilapidated or deteriorating, which may negatively affect the academic success of such children.

SEC. 6102. [20 U.S.C. 7402] PURPOSE.

It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities—

(1) to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;

(2) to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and

(3) to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

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Subpart 1—Formula Grants to Local Educational Agencies

SEC. 6111. [20 U.S.C. 7421] PURPOSE.

It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Indian students that are designed to—

(1) meet the unique cultural, language, and educational needs of such students; and

(2) ensure that all students meet the challenging State academic standards.

SEC. 6112. [20 U.S.C. 7422] GRANTS TO LOCAL EDUCATIONAL AGENCIES AND TRIBES.

(a) IN GENERAL.—The Secretary may make grants, from allocations made under section 6113, and in accordance with this section and section 6113, to—

(1) local educational agencies;

(2) Indian tribes, as provided under subsection (c)(1);

(3) Indian organizations, as provided under subsection (c)(1);

(4) consortia of 2 or more local educational agencies, Indian tribes, Indian organizations, or Indian community-based organizations, if each local educational agency participating in such a consortium, if applicable—

(A) provides an assurance that the eligible Indian children served by such local educational agency will receive the services of the programs funded under this subpart; and

(B) is subject to all the requirements, assurances, and obligations applicable to local educational agencies under this subpart; and

(5) Indian community-based organizations, as provided under subsection (d)(1).

(b) LOCAL EDUCATIONAL AGENCIES.—

(1) ENROLLMENT REQUIREMENTS.—Subject to paragraph (2), a local educational agency shall be eligible for a grant under this subpart for any fiscal year if the number of Indian children eligible under section 6117 who were enrolled in the schools of the agency, and to whom the agency provided free public education, during the preceding fiscal year—

(A) was at least 10; or

(B) constituted not less than 25 percent of the total number of individuals enrolled in the schools of such agency.

(2) COOPERATIVE AGREEMENTS.—A local educational agency may enter into a cooperative agreement with an Indian tribe under this subpart if such Indian tribe—

(A) represents not less than 25 percent of the eligible Indian children who are served by such local educational agency; and

(B) requests that the local educational agency enter into a cooperative agreement under this subpart.

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(3) EXCLUSION.—The requirement of paragraph (1) shall not apply in Alaska, California, or Oklahoma, or with respect to any local educational agency located on, or in proximity to, a reservation.

(c) INDIAN TRIBES AND INDIAN ORGANIZATIONS.—

(1) IN GENERAL.—If a local educational agency that is otherwise eligible for a grant under this subpart does not establish a committee under section 6114(c)(4) for such grant, an Indian tribe, an Indian organization, or a consortium of such entities, that represents more than one-half of the eligible Indian children who are served by such local educational agency may apply for such grant.

(2) SPECIAL RULE.—

(A) IN GENERAL.—The Secretary shall treat each Indian tribe, Indian organization, or consortium of such entities applying for a grant pursuant to paragraph (1) as if such tribe, Indian organization, or consortium were a local educational agency for purposes of this subpart.

(B) EXCEPTIONS.—Notwithstanding subparagraph (A), such Indian tribe, Indian organization, or consortium shall not be subject to the requirements of subsections (b)(7) or (c)(4) of section 6114 or section 6118(c) or 6119.

(3) ASSURANCE TO SERVE ALL INDIAN CHILDREN.—An Indian tribe, Indian organization, or consortium of such entities that is eligible to apply for a grant under paragraph (1) shall include, in the application required under section 6114, an assurance that the entity will use the grant funds to provide services to all Indian students served by the local educational agency.

(d) INDIAN COMMUNITY-BASED ORGANIZATION.—

(1) IN GENERAL.—If no local educational agency pursuant to subsection (b), and no Indian tribe, Indian organization, or consortium pursuant to subsection (c), applies for a grant under this subpart in a particular community, an Indian community-based organization serving the community of the local educational agency may apply for such grant.

(2) APPLICABILITY OF SPECIAL RULE.—The Secretary shall apply the special rule in subsection (c)(2) to an Indian community-based organization applying for a grant under paragraph (1) in the same manner as such rule applies to an Indian tribe, Indian organization, or consortium described in that subsection.

(3) DEFINITION OF INDIAN COMMUNITY-BASED ORGANIZATION.—In this subsection, the term "Indian community-based organization" means any organization that—

(A) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community;

(B) assists in the social, cultural, and educational development of Indians in such community;

(C) meets the unique cultural, language, and academic needs of Indian students; and

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(D) demonstrates organizational and administrative capacity to manage the grant.

SEC. 6113. [20 U.S.C. 7423] AMOUNT OF GRANTS.

(a) AMOUNT OF GRANT AWARDS.—

(1) IN GENERAL.—Except as provided in subsection (b) and paragraph (2), the Secretary shall allocate to each local educational agency that has an approved application under this subpart an amount equal to the product of—

(A) the number of Indian children who are eligible under section 6117 and served by such agency; and

(B) the greater of—

(i) the average per pupil expenditure of the State in which such agency is located; or

(ii) 80 percent of the average per pupil expenditure of all the States.

(2) REDUCTION.—The Secretary shall reduce the amount of each allocation otherwise determined under this section in accordance with subsection (e).

(b) MINIMUM GRANT.—

(1) IN GENERAL.—Notwithstanding subsection (e), an entity that is eligible for a grant under section 6112, and a school that is operated or supported by the Bureau of Indian Education is eligible for a grant under subsection (d), that submits an application that is approved by the Secretary, shall, subject to appropriations, receive a grant under this subpart in an amount that is not less than $3,000.

(2) CONSORTIA.—Local educational agencies may form a consortium for the purpose of obtaining grants under this subpart.

(3) INCREASE.—The Secretary may increase the minimum grant under paragraph (1) to not more than $4,000 for all grantees if the Secretary determines such increase is necessary to ensure the quality of the programs provided.

(c) DEFINITION.—For the purpose of this section, the term "average per pupil expenditure", used with respect to a State, means an amount equal to—

(1) the sum of the aggregate current expenditures of all the local educational agencies in the State, plus any direct current expenditures by the State for the operation of such agencies, without regard to the sources of funds from which such local or State expenditures were made, during the second fiscal year preceding the fiscal year for which the computation is made; divided by

(2) the aggregate number of children who were included in average daily attendance for whom such agencies provided free public education during such preceding fiscal year.

(d) SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—

(1) IN GENERAL.—Subject to subsection (e), in addition to the grants awarded under subsection (a), the Secretary shall allocate to the Secretary of the Interior an amount equal to the product of—

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(A) the total number of Indian children enrolled in schools that are operated by—

(i) the Bureau of Indian Education; or

(ii) an Indian tribe, or an organization controlled or sanctioned by an Indian tribal government, for the children of that tribe under a contract with, or grant from, the Department of the Interior under the Indian Self-Determination Act or the Tribally Controlled Schools Act of 1988; and

(B) the greater of—

(i) the average per pupil expenditure of the State in which the school is located; or

(ii) 80 percent of the average per pupil expenditure of all the States.

(2) SPECIAL RULE.—Any school described in paragraph (1)(A) that wishes to receive an allocation under this subpart shall submit an application in accordance with section 6114, and shall otherwise be treated as a local educational agency for the purpose of this subpart, except that such school shall not be subject to section 6114(c)(4), section 6118(c), or section 6119.

(e) RATABLE REDUCTIONS.—If the sums appropriated for any fiscal year under 6152(a)[6] are insufficient to pay in full the amounts determined for local educational agencies under subsection (a)(1) and for the Secretary of the Interior under subsection (d), each of those amounts shall be ratably reduced.

SEC. 6114. [20 U.S.C. 7424] APPLICATIONS.

(a) APPLICATION REQUIRED.—Each entity described in section 6112(a) that desires to receive a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(b) COMPREHENSIVE PROGRAM REQUIRED.—Each application submitted under subsection (a) shall include a description of a comprehensive program for meeting the needs of Indian children served by the local educational agency, including the language and cultural needs of the children, that—

(1) describes how the comprehensive program will offer programs and activities to meet the culturally related academic needs of Indian students;

(2)(A) is consistent with the State, tribal, and local plans submitted under other provisions of this Act; and

(B) includes program objectives and outcomes for activities under this subpart that are based on the same challenging State academic standards developed by the State under title I for all students;

(3) explains how the grantee will use funds made available under this subpart to supplement other Federal, State, and local programs that meet the needs of Indian students;

(4) demonstrates how funds made available under this subpart will be used for activities described in section 6115;

[6] Probably should read "section 6152(a)". See amendment made by section 6001(b)(3)(D) of Public Law 114–95.

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(5) describes the professional development opportunities that will be provided, as needed, to ensure that—

(A) teachers and other school professionals who are new to the Indian community are prepared to work with Indian children; and

(B) all teachers who will be involved in programs assisted under this subpart have been properly trained to carry out such programs;

(6) describes how the local educational agency—

(A) will periodically assess the progress of all Indian children enrolled in the schools of the local educational agency, including Indian children who do not participate in programs assisted under this subpart, in meeting the goals described in paragraph (2);

(B) will provide the results of each assessment referred to in subparagraph (A) to—

(i) the committee described in subsection (c)(4);

(ii) the community served by the local educational agency; and

(iii) the Indian tribes whose children are served by the local educational agency, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"); and

(C) is responding to findings of any previous assessments that are similar to the assessments described in subparagraph (A); and

(7) describes the process the local educational agency used to meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration.

(c) ASSURANCES.—Each application submitted under subsection (a) shall include assurances that—

(1) the local educational agency will use funds received under this subpart only to supplement the funds that, in the absence of the Federal funds made available under this subpart, such agency would make available for services described in this subsection, and not to supplant such funds;

(2) the local educational agency will prepare and submit to the Secretary such reports, in such form and containing such information, as the Secretary may require to—

(A) carry out the functions of the Secretary under this subpart;

(B) determine the extent to which activities carried out with funds provided to the local educational agency under this subpart are effective in improving the educational achievement of Indian students served by such agency, and meet program objectives and outcomes for activities under this subpart; and

(C) determine the extent to which such activities by the local educational agency address the unique cultural, language, and educational needs of Indian students;

(3) the program for which assistance is sought—

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(A) is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the Indian students for whom the local educational agency is providing an education;

(B) will use the best available talents and resources, including individuals from the Indian community; and

(C) was developed by such agency in open consultation with parents of Indian children and teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this subparagraph a full opportunity to understand the program and to offer recommendations regarding the program;

(4) the local educational agency developed the program with the participation and written approval of a committee—

(A) that is composed of, and selected by—

(i) parents and family members of Indian children in the local educational agency's schools;

(ii) representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school;

(iii) teachers in the schools; and

(iv) if appropriate, Indian students attending secondary schools of the agency;

(B) a majority of whose members are parents and family members of Indian children;

(C) with respect to an application describing a schoolwide program in accordance with section 6115(c), that has—

(i) reviewed in a timely fashion the program;

(ii) determined that the program will not diminish the availability of culturally related activities for Indian students; and

(iii) determined that the program will directly enhance the educational experience of Indian students; and

(D) that has adopted reasonable bylaws for the conduct of the activities of the committee and abides by such bylaws;

(5) the local educational agency will coordinate activities under this title with other Federal programs supporting educational and related services administered by such agency;

(6) the local educational agency conducted outreach to parents and family members to meet the requirements under this paragraph;

(7) the local educational agency will use funds received under this subpart only for activities described and authorized in this subpart; and

(8) the local educational agency has set forth such policies and procedures, including policies and procedures relating to

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the hiring of personnel, as will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents and family members of the children, and representatives of the area, to be served.

(d) TECHNICAL ASSISTANCE.—The Secretary shall, directly or by contract, provide technical assistance to a local educational agency or Bureau of Indian Education school upon request (in addition to any technical assistance available under other provisions of this Act or available through the Institute of Education Sciences) to support the services and activities provided under this subpart, including technical assistance for—

(1) the development of applications under this subpart, including identifying eligible entities that have not applied for such grants and undertaking appropriate activities to encourage such entities to apply for grants under this subpart;

(2) improvement in the quality of implementation, content, and evaluation of activities supported under this subpart; and

(3) integration of activities under this subpart with other educational activities carried out by the local educational agency.

SEC. 6115. [20 U.S.C. 7425] AUTHORIZED SERVICES AND ACTIVITIES.

(a) GENERAL REQUIREMENTS.—Each local educational agency that receives a grant under this subpart shall use the grant funds, in a manner consistent with the purpose specified in section 6111, for services and activities that—

(1) are designed to carry out the comprehensive program of the local educational agency for Indian students, and described in the application of the local educational agency submitted to the Secretary under section 6114(a) solely for the services and activities described in such application;

(2) are designed to be responsive to the language and cultural needs of the Indian students; and

(3) supplement and enrich the regular school program of such agency.

(b) PARTICULAR ACTIVITIES.—The services and activities referred to in subsection (a) may include—

(1) activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders;

(2) culturally related activities that support the program described in the application submitted by the local educational agency;

(3) early childhood and family programs that emphasize school readiness;

(4) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic standards;

(5) integrated educational services in combination with other programs that meet the needs of Indian children and their families, including programs that promote parental involvement in school activities and increase student achievement;

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(6) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), including programs for tech-prep education, mentoring, and apprenticeship;

(7) activities to educate individuals so as to prevent violence, suicide, and substance abuse;

(8) the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 6111;

(9) activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;

(10) family literacy services;

(11) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors;

(12) dropout prevention strategies for Indian students; and

(13) strategies to meet the educational needs of at-risk Indian students in correctional facilities, including such strategies that support Indian students who are transitioning from such facilities to schools served by local educational agencies.

(c) SCHOOLWIDE PROGRAMS.—Notwithstanding any other provision of law, a local educational agency may use funds made available to such agency under this subpart to support a schoolwide program under section 1114 if—

(1) the committee established pursuant to section 6114(c)(4) approves the use of the funds for the schoolwide program;

(2) the schoolwide program is consistent with the purpose described in section 6111; and

(3) the local educational agency identifies in its application how the use of such funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.

(d) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.

(e) LIMITATION ON THE USE OF FUNDS.—Funds provided to a grantee under this subpart may not be used for long-distance travel expenses for training activities that are available locally or regionally.

SEC. 6116. [20 U.S.C. 7426] INTEGRATION OF SERVICES AUTHORIZED.

(a) PLAN.—An entity receiving funds under this subpart may submit a plan to the Secretary for the integration of education and related services provided to Indian students.

(b) CONSOLIDATION OF PROGRAMS.—Upon the receipt of an acceptable plan under subsection (a), the Secretary, in cooperation with each Federal agency providing grants for the provision of education and related services to the entity, shall authorize the entity to consolidate, in accordance with such plan, the federally funded education and related services programs of the entity and the Federal programs, or portions of the programs, serving Indian students

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in a manner that integrates the program services involved into a single, coordinated, comprehensive program and reduces administrative costs by consolidating administrative functions.

(c) PROGRAMS AFFECTED.—The funds that may be consolidated in a demonstration project under any such plan referred to in subsection (a) shall include funds for any Federal program exclusively serving Indian children, or the funds reserved under any Federal program to exclusively serve Indian children, under which the entity is eligible for receipt of funds under a statutory or administrative formula for the purposes of providing education and related services that would be used to serve Indian students.

(d) PLAN REQUIREMENTS.—For a plan to be acceptable pursuant to subsection (b), the plan shall—

(1) identify the programs or funding sources to be consolidated;

(2) be consistent with the objectives of this section concerning authorizing the services to be integrated in a demonstration project;

(3) describe a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist Indian students to achieve the objectives set forth in this subpart;

(4) describe the way in which services are to be integrated and delivered and the results expected from the plan;

(5) identify the projected expenditures under the plan in a single budget;

(6) identify the State, tribal, or local agency or agencies to be involved in the delivery of the services integrated under the plan;

(7) identify any statutory provisions, regulations, policies, or procedures that the entity believes need to be waived in order to implement the plan;

(8) set forth measures for academic content and student academic achievement goals designed to be met within a specific period of time; and

(9) be approved by a committee formed in accordance with section 6114(c)(4), if such a committee exists.

(e) PLAN REVIEW.—Upon receipt of the plan from an eligible entity, the Secretary shall consult with the Secretary of each Federal department providing funds to be used to implement the plan, and with the entity submitting the plan. The parties so consulting shall identify any waivers of statutory requirements or of Federal departmental regulations, policies, or procedures necessary to enable the entity to implement the plan. Notwithstanding any other provision of law, the Secretary of the affected department shall have the authority to waive any regulation, policy, or procedure promulgated by that department that has been so identified by the entity or department, unless the Secretary of the affected department determines that such a waiver is inconsistent with the objectives of this subpart or those provisions of the statute from which the program involved derives authority that are specifically applicable to Indian students.

(f) PLAN APPROVAL.—Within 90 days after the receipt of an entity's plan by the Secretary, the Secretary shall inform the entity,

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in writing, of the Secretary's approval or disapproval of the plan. If the plan is disapproved, the entity shall be informed, in writing, of the reasons for the disapproval and shall be given an opportunity to amend the plan or to petition the Secretary to reconsider such disapproval.

(g) RESPONSIBILITIES OF DEPARTMENT OF EDUCATION.—Not later than 180 days after the date of enactment of the Every Student Succeeds Act, the Secretary of Education, the Secretary of the Interior, the Secretary of Health and Human Services, and the head of any other Federal department or agency identified by the Secretary of Education, shall enter into an interdepartmental memorandum of agreement providing for the implementation and coordination of the demonstration projects authorized under this section. The lead agency head for a demonstration project under this section shall be—

(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

(2) the Secretary of Education, in the case of any other entity.

(h) RESPONSIBILITIES OF LEAD AGENCY.—The responsibilities of the lead agency shall include—

(1) the use of a single report format related to the plan for the individual project, which shall be used by an eligible entity to report on the activities undertaken under the project;

(2) the use of a single report format related to the projected expenditures for the individual project which shall be used by an eligible entity to report on all project expenditures;

(3) the development of a single system of Federal oversight for the project, which shall be implemented by the lead agency; and

(4) the provision of technical assistance to an eligible entity appropriate to the project, except that an eligible entity shall have the authority to accept or reject the plan for providing such technical assistance and the technical assistance provider.

(i) REPORT REQUIREMENTS.—A single report format shall be developed by the Secretary, consistent with the requirements of this section. Such report format shall require that reports described in subsection (h), together with records maintained on the consolidated program at the local level, shall contain such information as will allow a determination that the eligible entity has complied with the requirements incorporated in its approved plan, including making a demonstration of student academic achievement, and will provide assurances to each Secretary that the eligible entity has complied with all directly applicable statutory requirements and with those directly applicable regulatory requirements that have not been waived.

(j) NO REDUCTION IN AMOUNTS.—In no case shall the amount of Federal funds available to an eligible entity involved in any demonstration project be reduced as a result of the enactment of this section.

(k) INTERAGENCY FUND TRANSFERS AUTHORIZED.—The Secretary is authorized to take such action as may be necessary to pro-

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vide for an interagency transfer of funds otherwise available to an eligible entity in order to further the objectives of this section.

(l) ADMINISTRATION OF FUNDS.—

(1) IN GENERAL.—Program funds for the consolidated programs shall be administered in such a manner as to allow for a determination that funds from a specific program are spent on allowable activities authorized under such program, except that the eligible entity shall determine the proportion of the funds granted that shall be allocated to such program.

(2) SEPARATE RECORDS NOT REQUIRED.—Nothing in this section shall be construed as requiring the eligible entity to maintain separate records tracing any services or activities conducted under the approved plan to the individual programs under which funds were authorized for the services or activities, nor shall the eligible entity be required to allocate expenditures among such individual programs.

(m) OVERAGE.—The eligible entity may commingle all administrative funds from the consolidated programs and shall be entitled to the full amount of such funds (under each program's or agency's regulations). The overage (defined as the difference between the amount of the commingled funds and the actual administrative cost of the programs) shall be considered to be properly spent for Federal audit purposes, if the overage is used for the purposes provided for under this section.

(n) FISCAL ACCOUNTABILITY.—Nothing in this part shall be construed so as to interfere with the ability of the Secretary or the lead agency to fulfill the responsibilities for the safeguarding of Federal funds pursuant to chapter 75 of title 31, United States Code.

(o) REPORT ON STATUTORY OBSTACLES TO PROGRAM INTEGRATION.—

(1) PRELIMINARY REPORT.—Not later than 2 years after the date of enactment of the Every Student Succeeds Act, the Secretary of Education shall submit a preliminary report to the Committee on Education and the Workforce and the Committee on Resources of the House of Representatives and the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate on the status of the implementation of the demonstration projects authorized under this section.

(2) FINAL REPORT.—Not later than 5 years after the date of enactment of the Every Student Succeeds Act, the Secretary of Education shall submit a report to the Committee on Education and the Workforce and the Committee on Resources of the House of Representatives and the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate on the results of the implementation of the demonstration projects authorized under this section.

(p) DEFINITIONS.—For the purposes of this section, the term "Secretary" means—

(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

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(2) the Secretary of Education, in the case of any other entity.

SEC. 6117. [20 U.S.C. 7427] STUDENT ELIGIBILITY FORMS.

(a) IN GENERAL.—The Secretary shall require that, as part of an application for a grant under this subpart, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this subpart, and that otherwise meets the requirements of subsection (b). All individual data collected shall be protected by the local educational agencies and only aggregated data shall be reported to the Secretary.

(b) FORMS.—The form described in subsection (a) shall include—

(1) either—

(A)(i) the name of the tribe or band of Indians (as defined in section 6151) with respect to which the child claims membership;

(ii) the enrollment number establishing the membership of the child (if readily available); and

(iii) the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians; or

(B) the name, the enrollment number (if readily available), and the name and address of the organization responsible for maintaining updated and accurate membership data, of any parent or grandparent of the child from whom the child claims eligibility under this subpart, if the child is not a member of the tribe or band of Indians (as so defined);

(2) a statement of whether the tribe or band of Indians (as so defined), with respect to which the child, or parent or grandparent of the child, claims membership, is federally recognized;

(3) the name and address of the parent or legal guardian of the child;

(4) a signature of the parent or legal guardian of the child that verifies the accuracy of the information supplied; and

(5) any other information that the Secretary considers necessary to provide an accurate program profile.

(c) STATUTORY CONSTRUCTION.—Nothing in this section shall be construed to affect a definition contained in section 6151.

(d) DOCUMENTATION AND TYPES OF PROOF.—

(1) TYPES OF PROOF.—For purposes of determining whether a child is eligible to be counted for the purpose of computing the amount of a grant award under section 6113, the membership of the child, or any parent or grandparent of the child, in a tribe or band of Indians (as so defined) may be established by proof other than an enrollment number, notwithstanding the availability of an enrollment number for a member of such tribe or band. Nothing in subsection (b) shall be construed to require the furnishing of an enrollment number.

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(2) NO NEW OR DUPLICATIVE DETERMINATIONS.—Once a child is determined to be an Indian eligible to be counted for such grant award, the local educational agency shall maintain a record of such determination and shall not require a new or duplicate determination to be made for such child for a subsequent application for a grant under this subpart.

(3) PREVIOUSLY FILED FORMS.—An Indian student eligibility form that was on file as required by this section on the day before the date of enactment of the Every Student Succeeds Act and that met the requirements of this section, as this section was in effect on the day before the date of the enactment of such Act, shall remain valid for such Indian student.

(e) MONITORING AND EVALUATION REVIEW.—

(1) IN GENERAL.—

(A) REVIEW.—For each fiscal year, in order to provide such information as is necessary to carry out the responsibility of the Secretary to provide technical assistance under this subpart, the Secretary shall conduct a monitoring and evaluation review of a sampling of the recipients of grants under this subpart. The sampling conducted under this subparagraph shall take into account the size of and the geographic location of each local educational agency.

(B) EXCEPTION.—A local educational agency may not be held liable to the United States or be subject to any penalty, by reason of the findings of an audit that relates to the date of completion, or the date of submission, of any forms used to establish, before April 28, 1988, the eligibility of a child for an entitlement under the Indian Elementary and Secondary School Assistance Act.

(2) FALSE INFORMATION.—Any local educational agency that provides false information in an application for a grant under this subpart shall—

(A) be ineligible to apply for any other grant under this subpart; and

(B) be liable to the United States for any funds from the grant that have not been expended.

(3) EXCLUDED CHILDREN.—A student who provides false information for the form required under subsection (a) shall not be counted for the purpose of computing the amount of a grant under section 6113.

(f) TRIBAL GRANT AND CONTRACT SCHOOLS.—Notwithstanding any other provision of this section, in calculating the amount of a grant under this subpart to a tribal school that receives a grant or contract from the Bureau of Indian Education, the Secretary shall use only one of the following, as selected by the school:

(1) A count of the number of students in the schools certified by the Bureau.

(2) A count of the number of students for whom the school has eligibility forms that comply with this section.

(g) TIMING OF CHILD COUNTS.—For purposes of determining the number of children to be counted in calculating the amount of a local educational agency's grant under this subpart (other than

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in the case described in subsection (f)(1)), the local educational agency shall—

(1) establish a date on, or a period not longer than 31 consecutive days during, which the agency counts those children, if that date or period occurs before the deadline established by the Secretary for submitting an application under section 6114; and

(2) determine that each such child was enrolled, and receiving a free public education, in a school of the agency on that date or during that period, as the case may be.

SEC. 6118. [20 U.S.C. 7428] PAYMENTS.

(a) IN GENERAL.—Subject to subsections (b) and (c), the Secretary shall pay to each local educational agency that submits an application that is approved by the Secretary under this subpart the amount determined under section 6113. The Secretary shall notify the local educational agency of the amount of the payment not later than June 1 of the year for which the Secretary makes the payment.

(b) PAYMENTS TAKEN INTO ACCOUNT BY THE STATE.—The Secretary may not make a grant under this subpart to a local educational agency for a fiscal year if, for such fiscal year, the State in which the local educational agency is located takes into consideration payments made under this chapter in determining the eligibility of the local educational agency for State aid, or the amount of the State aid, with respect to the free public education of children during such fiscal year or the preceding fiscal year.

(c) REDUCTION OF PAYMENT FOR FAILURE TO MAINTAIN FISCAL EFFORT.—Each local educational agency shall maintain fiscal effort in accordance with section 8521 or be subject to reduced payments under this subpart in accordance with such section 8521.

(d) REALLOCATIONS.—The Secretary may reallocate, in a manner that the Secretary determines will best carry out the purpose of this subpart, any amounts that—

(1) based on estimates made by local educational agencies or other information, the Secretary determines will not be needed by such agencies to carry out approved programs under this subpart; or

(2) otherwise become available for reallocation under this subpart.

SEC. 6119. [20 U.S.C. 7429] STATE EDUCATIONAL AGENCY REVIEW.

Before submitting an application to the Secretary under section 6114, a local educational agency shall submit the application to the State educational agency, which may comment on such application. If the State educational agency comments on the application, the agency shall comment on all applications submitted by local educational agencies in the State and shall provide those comments to the respective local educational agencies, with an opportunity to respond.

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Subpart 2—Special Programs and Projects To Improve Educational Opportunities for Indian Children

SEC. 6121. [20 U.S.C. 7441] IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN AND YOUTH.

(a) PURPOSE.—

(1) IN GENERAL.—It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children and youth.

(2) COORDINATION.—The Secretary shall take the necessary actions to achieve the coordination of activities assisted under this subpart with—

(A) other programs funded under this Act; and

(B) other Federal programs operated for the benefit of Indian children and youth.

(b) ELIGIBLE ENTITIES.—In this section, the term "eligible entity" means a State educational agency, local educational agency, Indian tribe, Indian organization, federally supported elementary school or secondary school for Indian students, a Tribal College or University (as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b))), or a consortium of such entities.

(c) GRANTS AUTHORIZED.—The Secretary shall award grants to eligible entities to enable such entities to carry out activities that meet the purpose of this section, including—

(1) innovative programs related to the educational needs of educationally disadvantaged Indian children and youth;

(2) educational services that are not available to such children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography;

(3) bilingual and bicultural programs and projects;

(4) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children and youth;

(5) special compensatory and other programs and projects designed to assist and encourage Indian children and youth to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children and youth;

(6) comprehensive guidance, counseling, and testing services;

(7) early childhood education programs that are effective in preparing young children to make sufficient academic growth by the end of grade 3, including kindergarten and pre-kindergarten programs, family-based preschool programs that emphasize school readiness, screening and referral, and the provision of services to Indian children and youth with disabilities;

(8) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level

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to aid such students in the transition from secondary to post-secondary education;

(9) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill career;

(10) programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education;

(11) family literacy services;

(12) activities that recognize and support the unique cultural and educational needs of Indian children and youth, and incorporate traditional leaders;

(13) high-quality professional development of teaching professionals and paraprofessionals; or

(14) other services that meet the purpose described in this section.

(d) GRANT REQUIREMENTS AND APPLICATIONS.—

(1) GRANT REQUIREMENTS.—

(A) IN GENERAL.—The Secretary may make multiyear grants under subsection (c) for the planning, development, pilot operation, or demonstration of any activity described in subsection (c) for a period not to exceed 5 years.

(B) PRIORITY.—In making multiyear grants described in this paragraph, the Secretary shall give priority to entities submitting applications that present a plan for combining two or more of the activities described in subsection (c) over a period of more than 1 year.

(C) PROGRESS.—The Secretary shall award grants for an initial period of not more than 3 years and may renew such grants for not more than an additional 2 years if the Secretary determines that the eligible entity has made substantial progress in carrying out the activities assisted under the grant in accordance with the application submitted under paragraph (3) and any subsequent modifications to such application.

(2) DISSEMINATION GRANTS.—

(A) IN GENERAL.—In addition to awarding the multiyear grants described in paragraph (1), the Secretary may award grants under subsection (c) to eligible entities for the dissemination of exemplary materials or programs assisted under this section.

(B) DETERMINATION.—The Secretary may award a dissemination grant described in this paragraph if, prior to awarding the grant, the Secretary determines that the material or program to be disseminated—

(i) has been adequately reviewed;

(ii) has demonstrated educational merit; and

(iii) can be replicated.

(3) APPLICATION.—

(A) IN GENERAL.—Any eligible entity that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

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(B) CONTENTS.—Each application submitted to the Secretary under subparagraph (A), other than an application for a dissemination grant under paragraph (2), shall contain—

(i) a description of how parents and family of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;

(ii) assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of activities assisted under this section;

(iii) information demonstrating that the proposed program is an evidence-based program, where applicable, which may include a program that has been modified to be culturally appropriate for students who will be served;

(iv) a description of how the applicant will incorporate the proposed activities into the ongoing school program involved once the grant period is over; and

(v) such other assurances and information as the Secretary may reasonably require.

(e) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.

SEC. 6122. [20 U.S.C. 7442] PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATION PROFESSIONALS.

(a) PURPOSES.—The purposes of this section are—

(1) to increase the number of qualified Indian teachers and administrators serving Indian students;

(2) to provide pre- and in-service training and support to qualified Indian individuals to enable such individuals to become effective teachers, principals, other school leaders, administrators, paraprofessionals, counselors, social workers, and specialized instructional support personnel;

(3) to improve the skills of qualified Indian individuals who serve in the capacities described in paragraph (2); and

(4) to develop and implement initiatives to promote retention of effective teachers, principals, and school leaders who have a record of success in helping low-achieving Indian students improve their academic achievement, outcomes, and preparation for postsecondary education or employment.

(b) ELIGIBLE ENTITIES.—For the purpose of this section, the term "eligible entity" means—

(1) an institution of higher education, including a Tribal College or University, as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b));

(2) a State educational agency or local educational agency, in consortium with an institution of higher education;

(3) an Indian tribe or organization, in consortium with an institution of higher education; and

(4) a Bureau-funded school (as defined in section 1146 of the Education Amendments of 1978) in a consortium with at least one Tribal College or University, as defined in section

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316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), where feasible.

(c) PROGRAM AUTHORIZED.—The Secretary is authorized to award grants to eligible entities having applications approved under this section to enable those entities to carry out the activities described in subsection (d).

(d) AUTHORIZED ACTIVITIES.—

(1) IN GENERAL.—Grant funds under this section shall be used for activities to provide support and training for Indian individuals in a manner consistent with the purpose of this section. Such activities may include—

(A) continuing education programs, symposia, workshops, and conferences;

(B) teacher mentoring programs, professional guidance, and instructional support provided by educators, local traditional leaders, or cultural experts, as appropriate for teachers during their first 3 years of employment as teachers;

(C) direct financial support; and

(D) programs designed to train traditional leaders and cultural experts to assist those personnel referenced in subsection (a)(2), as appropriate, with relevant Native language and cultural mentoring, guidance, and support.

(2) SPECIAL RULES.—

(A) TYPE OF TRAINING.—For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

(B) PROGRAM.—For individuals who are being trained to enter any field other than teaching, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

(e) APPLICATION.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. At a minimum, an application under this section shall describe how the eligible entity will—

(1) recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders;

(2) use funds made available under the grant to support the recruitment, preparation, and professional development of Indian teachers or principals in local educational agencies that serve a high proportion of Indian students; and

(3) assist participants in meeting the requirements under subsection (h).

(f) SPECIAL RULE.—In awarding grants under this section, the Secretary—

(1) may give priority to Tribal Colleges and Universities;

(2) shall consider the prior performance of the eligible entity; and

(3) may not limit eligibility to receive a grant under this section on the basis of the length of any period for which the eligible entity has received a grant.

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(g) GRANT PERIOD.—The Secretary shall award grants under this section for an initial period of not more than 3 years, and may renew such grants for an additional period of not more than 2 years if the Secretary finds that the grantee is achieving the objectives of the grant.

(h) SERVICE OBLIGATION.—

(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives training pursuant to a grant made under this section—

(A) perform work—

(i) related to the training received under this section; and

(ii) that benefits Indian students in a local educational agency that serves a high proportion of Indian students; or

(B) repay all or a prorated part of the assistance received.

(2) REPORTING.—The Secretary shall establish, by regulation, a reporting procedure under which a grant recipient under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning compliance with the work requirement under paragraph (1).

Subpart 3—National Activities

SEC. 6131. [20 U.S.C. 7451] NATIONAL RESEARCH ACTIVITIES.

(a) AUTHORIZED ACTIVITIES.—The Secretary may use funds made available to carry out this subpart for each fiscal year to—

(1) conduct research related to effective approaches for the education of Indian children and adults;

(2) evaluate federally assisted education programs from which Indian children and adults may benefit;

(3) collect and analyze data on the educational status and needs of Indians; and

(4) carry out other activities that are consistent with the purpose of this part.

(b) ELIGIBILITY.—The Secretary may carry out any of the activities described in subsection (a) directly or through grants to, or contracts or cooperative agreements with, Indian tribes, Indian organizations, State educational agencies, local educational agencies, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions.

(c) COORDINATION.—Research activities supported under this section—

(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordinated with and enhance the research and development activities supported by the Institute; and

(2) may include collaborative research activities that are jointly funded and carried out by the Office of Indian Education Programs, the Bureau of Indian Education, and the Institute of Education Sciences.

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SEC. 6132. [20 U.S.C. 7452] GRANTS TO TRIBES FOR EDUCATION ADMINISTRATIVE PLANNING, DEVELOPMENT, AND COORDINATION.

(a) IN GENERAL.—The Secretary may award grants under this section to eligible applicants to enable the eligible applicants to—

(1) promote tribal self-determination in education;

(2) improve the academic achievement of Indian children and youth; and

(3) promote the coordination and collaboration of tribal educational agencies with State educational agencies and local educational agencies to meet the unique educational and culturally related academic needs of Indian students.

(b) DEFINITIONS.—In this section:

(1) ELIGIBLE APPLICANT.—In this section, the term "eligible applicant" means—

(A) an Indian tribe or tribal organization approved by an Indian tribe; or

(B) a tribal educational agency.

(2) INDIAN TRIBE.—The term "Indian tribe" means a federally recognized tribe or a State-recognized tribe.

(3) TRIBAL EDUCATIONAL AGENCY.—The term "tribal educational agency" means the agency, department, or instrumentality of an Indian tribe that is primarily responsible for supporting tribal students' elementary and secondary education.

(c) GRANT PROGRAM.—The Secretary may award grants to—

(1) eligible applicants described under subsection (b)(1)(A) to plan and develop a tribal educational agency, if the tribe or organization has no current tribal educational agency, for a period of not more than 1 year; and

(2) eligible applicants described under subsection (b)(1)(B), for a period of not more than 3 years, in order to—

(A) directly administer education programs, including formula grant programs under this Act, consistent with State law and under a written agreement between the parties;

(B) build capacity to administer and coordinate such education programs, and to improve the relationship and coordination between such applicants and the State educational agencies and local educational agencies that educate students from the tribe;

(C) receive training and support from the State educational agency and local educational agency, in areas such as data collection and analysis, grants management and monitoring, fiscal accountability, and other areas as needed;

(D) train and support the State educational agency and local educational agency in areas related to tribal history, language, or culture;

(E) build on existing activities or resources rather than replacing other funds; and

(F) carry out other activities, consistent with the purposes of this section.

(d) GRANT APPLICATION.—

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(1) IN GENERAL.—Each eligible applicant desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably prescribe.

(2) CONTENTS.—Each application described in paragraph (1) shall contain—

(A) a statement describing the activities to be conducted, and the objectives to be achieved, under the grant;

(B) a description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and for determining whether such objectives are achieved; and

(C) for applications for activities under subsection (c)(2), evidence of—

(i) a preliminary agreement with the appropriate State educational agency, 1 or more local educational agencies, or both the State educational agency and a local educational agency; and

(ii) existing capacity as a tribal educational agency.

(3) APPROVAL.—The Secretary may approve an application submitted by an eligible applicant under this subsection if the application, including any documentation submitted with the application—

(A) demonstrates that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant;

(B) provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant; and

(C) demonstrates that there will be adequate resources provided under this section or from other sources to complete the activities for which assistance is sought.

(e) RESTRICTIONS.—

(1) IN GENERAL.—An Indian tribe may not receive funds under this section if the tribe receives funds under section 1140 of the Education Amendments of 1978 (20 U.S.C. 2020).

(2) DIRECT SERVICES.—No funds under this section may be used to provide direct services.

(f) SUPPLEMENT, NOT SUPPLANT.—Funds under this section shall be used to supplement, and not supplant, other Federal, State, and local programs that meet the needs of tribal students.

SEC. 6133. [20 U.S.C. 7453] NATIVE AMERICAN AND ALASKA NATIVE LANGUAGE IMMERSION SCHOOLS AND PROGRAMS.

(a) PURPOSES.—The purposes of this section are—

(1) to establish a grant program to support schools that use Native American and Alaska Native languages as the primary language of instruction;

(2) to maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act (25 U.S.C. 2901 et seq.); and

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(3) to support the Nation's First Peoples' efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

(b) PROGRAM AUTHORIZED.—

(1) IN GENERAL.—From funds reserved under section 6152(c), the Secretary shall reserve 20 percent to make grants to eligible entities to develop and maintain, or to improve and expand, programs that support schools, including elementary school and secondary school education sites and streams, using Native American and Alaska Native languages as the primary languages of instruction.

(2) ELIGIBLE ENTITIES.—In this subsection, the term "eligible entity" means any of the following entities that has a plan to develop and maintain, or to improve and expand, programs that support the entity's use of a Native American or Alaska Native language as the primary language of instruction in elementary schools or secondary schools, or both:

(A) An Indian tribe.

(B) A Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c)).

(C) A tribal education agency.

(D) A local educational agency, including a public charter school that is a local educational agency under State law.

(E) A school operated by the Bureau of Indian Education.

(F) An Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(g))).

(G) A private, tribal, or Alaska Native nonprofit organization.

(H) A nontribal for-profit organization.

(c) APPLICATION.—

(1) IN GENERAL.—An eligible entity that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require, including the following:

(A) The name of the Native American or Alaska Native language to be used for instruction at the school supported by the eligible entity.

(B) The number of students attending such school.

(C) The number of hours of instruction in or through 1 or more Native American or Alaska Native languages being provided to targeted students at such school, if any.

(D) A description of how the eligible entity will—

(i) use the funds provided to meet the purposes of this section;

(ii) implement the activities described in subsection (e);

(iii) ensure the implementation of rigorous academic content; and

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(iv) ensure that students progress toward high-level fluency goals.

(E) Information regarding the school's organizational governance or affiliations, including information about—

(i) the school governing entity (such as a local educational agency, tribal education agency or department, charter organization, private organization, or other governing entity);

(ii) the school's accreditation status;

(iii) any partnerships with institutions of higher education; and

(iv) any indigenous language schooling and research cooperatives.

(F) An assurance that—

(i) the school is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;

(ii) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;

(iii) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and

(iv) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

(2) LIMITATION.—The Secretary shall not give a priority in awarding grants under this section based on the information described in paragraph (1)(E).

(3) SUBMISSION OF CERTIFICATION.—

(A) IN GENERAL.—An eligible entity that is a public elementary school or secondary school (including a public charter school or a school operated by the Bureau of Indian Education) or a nontribal for-profit or nonprofit organization shall submit, along with the application requirements described in paragraph (1), a certification described in subparagraph (B) indicating that—

(i) the school or organization has the capacity to provide education primarily through a Native American or an Alaska Native language; and

(ii) there are sufficient speakers of the target language at the school or available to be hired by the school or organization.

(B) CERTIFICATION.—The certification described in subparagraph (A) shall be from one of the following entities, on whose land the school or program is located, that is an entity served by such school, or that is an entity whose members (as defined by that entity) are served by the school:

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(i) A Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c)).

(ii) A Federally recognized Indian tribe or tribal organization.

(iii) An Alaska Native Regional Corporation or an Alaska Native nonprofit organization.

(iv) A Native Hawaiian organization.

(d) AWARDING OF GRANTS.—In awarding grants under this section, the Secretary shall—

(1) determine the amount of each grant and the duration of each grant, which shall not exceed 3 years; and

(2) ensure, to the maximum extent feasible, that diversity in languages is represented.

(e) ACTIVITIES AUTHORIZED.—

(1) REQUIRED ACTIVITIES.—An eligible entity that receives a grant under this section shall use such funds to carry out the following activities:

(A) Supporting Native American or Alaska Native language education and development.

(B) Providing professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language and academic goals of the school that will be served by the grant program.

(2) ALLOWABLE ACTIVITIES.—An eligible entity that receives a grant under this section may use such funds to carry out the following activities:

(A) Developing or refining curriculum, including teaching materials and activities, as appropriate.

(B) Creating or refining assessments written in the Native American or Alaska Native language of instruction that measure student proficiency and that are aligned with State or tribal academic standards.

(C) Carrying out other activities that promote the maintenance and revitalization of the Native American or Alaska Native language relevant to the grant program.

(f) REPORT TO SECRETARY.—Each eligible entity that receives a grant under this section shall prepare and submit an annual report to the Secretary, which shall include—

(1) the activities the entity carried out to meet the purposes of this section; and

(2) the number of children served by the program and the number of instructional hours in the Native American or Alaska Native language.

(g) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this section for any fiscal year may be used for administrative purposes.

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Subpart 4—Federal Administration

SEC. 6141. [20 U.S.C. 7471] NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

(a) MEMBERSHIP.—There is established a National Advisory Council on Indian Education (hereafter in this section referred to as the "Council"), which shall—

(1) consist of 15 Indian members, who shall be appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations; and

(2) represent different geographic areas of the United States.

(b) DUTIES.—The Council shall—

(1) advise the Secretary and the Secretary of the Interior concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under this part—

(A) with respect to which the Secretary has jurisdiction; and

(B)(i) that includes Indian children or adults as participants; or

(ii) that may benefit Indian children or adults;

(2) make recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs; and

(3) submit to Congress, not later than June 30 of each year, a report on the activities of the Council, including—

(A) any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants, or that may benefit Indian children or adults; and

(B) recommendations concerning the funding of any program described in subparagraph (A).

SEC. 6142. [20 U.S.C. 7472] PEER REVIEW.

The Secretary may use a peer review process to review applications submitted to the Secretary under subpart 2 or subpart 3.

SEC. 6143. [20 U.S.C. 7473] PREFERENCE FOR INDIAN APPLICANTS.

In making grants and entering into contracts or cooperative agreements under subpart 2 or subpart 3, the Secretary shall give a preference to Indian tribes, organizations, and institutions of higher education under any program with respect to which Indian tribes, organizations, and institutions are eligible to apply for grants, contracts, or cooperative agreements.

SEC. 6144. [20 U.S.C. 7474] MINIMUM GRANT CRITERIA.

The Secretary may not approve an application for a grant, contract, or cooperative agreement under subpart 2 or subpart 3 unless the application is for a grant, contract, or cooperative agreement that is—

(1) of sufficient size, scope, and quality to achieve the purpose or objectives of such grant, contract, or cooperative agreement; and

(2) based on relevant research findings.

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Subpart 5—Definitions; Authorizations of Appropriations

SEC. 6151. [20 U.S.C. 7491] DEFINITIONS.

For the purposes of this part:

(1) ADULT.—The term "adult" means an individual who—

(A) has attained the age of 16 years; or

(B) has attained an age that is greater than the age of compulsory school attendance under an applicable State law.

(2) FREE PUBLIC EDUCATION.—The term "free public education" means education that is—

(A) provided at public expense, under public supervision and direction, and without tuition charge; and

(B) provided as elementary or secondary education in the applicable State or to preschool children.

(3) INDIAN.—The term "Indian" means an individual who is—

(A) a member of an Indian tribe or band, as membership is defined by the tribe or band, including—

(i) any tribe or band terminated since 1940; and

(ii) any tribe or band recognized by the State in which the tribe or band resides;

(B) a descendant, in the first or second degree, of an individual described in subparagraph (A);

(C) considered by the Secretary of the Interior to be an Indian for any purpose;

(D) an Eskimo, Aleut, or other Alaska Native; or

(E) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of enactment of the Improving America's Schools Act of 1994.

(4) TRADITIONAL LEADERS.—The term "traditional leaders" has the meaning given the term in section 103 of the Native American Languages Act (25 U.S.C. 2902).

SEC. 6152. [20 U.S.C. 7492] AUTHORIZATIONS OF APPROPRIATIONS.

(a) SUBPART 1.—For the purpose of carrying out subpart 1, there are authorized to be appropriated $100,381,000 for fiscal year 2017, $102,388,620 for fiscal year 2018, $104,436,392 for fiscal year 2019, and $106,525,120 for fiscal year 2020.

(b) SUBPART 2.—For the purpose of carrying out subpart 2, there are authorized to be appropriated $17,993,000 for each of fiscal years 2017 through 2020.

(c) SUBPART 3.—For the purpose of carrying out subpart 3, there are authorized to be appropriated $5,565,000 for each of fiscal years 2017 through 2020.

PART B—NATIVE HAWAIIAN EDUCATION

SEC. 6201. [20 U.S.C. 7511] SHORT TITLE.

This part may be cited as the "Native Hawaiian Education Act".

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SEC. 6202. [20 U.S.C. 7512] FINDINGS.

Congress finds the following:

(1) Native Hawaiians are a distinct and unique indigenous people with a historical continuity to the original inhabitants of the Hawaiian archipelago, whose society was organized as a nation and internationally recognized as a nation by the United States, Britain, France, and Japan, as evidenced by treaties governing friendship, commerce, and navigation.

(2) At the time of the arrival of the first nonindigenous people in Hawaii in 1778, the Native Hawaiian people lived in a highly organized, self-sufficient subsistence social system based on a communal land tenure system with a sophisticated language, culture, and religion.

(3) A unified monarchal government of the Hawaiian Islands was established in 1810 under Kamehameha I, the first King of Hawaii.

(4) From 1826 until 1893, the United States recognized the sovereignty and independence of the Kingdom of Hawaii, which was established in 1810 under Kamehameha I, extended full and complete diplomatic recognition to the Kingdom of Hawaii, and entered into treaties and conventions with the Kingdom of Hawaii to govern friendship, commerce and navigation in 1826, 1842, 1849, 1875, and 1887.

(5) In 1893, the sovereign, independent, internationally recognized, and indigenous government of Hawaii, the Kingdom of Hawaii, was overthrown by a small group of non-Hawaiians, including United States citizens, who were assisted in their efforts by the United States Minister, a United States naval representative, and armed naval forces of the United States. Because of the participation of United States agents and citizens in the overthrow of the Kingdom of Hawaii, in 1993 the United States apologized to Native Hawaiians for the overthrow and the deprivation of the rights of Native Hawaiians to self-determination through Public Law 103–150 (107 Stat. 1510).

(6) In 1898, the joint resolution entitled "Joint Resolution to provide for annexing the Hawaiian Islands to the United States", approved July 7, 1898 (30 Stat. 750), ceded absolute title of all lands held by the Republic of Hawaii, including the government and crown lands of the former Kingdom of Hawaii, to the United States, but mandated that revenue generated from the lands be used "solely for the benefit of the inhabitants of the Hawaiian Islands for educational and other public purposes".

(7) By 1919, the Native Hawaiian population had declined from an estimated 1,000,000 in 1778 to an alarming 22,600, and in recognition of this severe decline, Congress enacted the Hawaiian Homes Commission Act, 1920 (42 Stat. 108), which designated approximately 200,000 acres of ceded public lands for homesteading by Native Hawaiians.

(8) Through the enactment of the Hawaiian Homes Commission Act, 1920, Congress affirmed the special relationship between the United States and the Native Hawaiians, which was described by then Secretary of the Interior Franklin K.

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Lane, who said: "One thing that impressed me... was the fact that the natives of the island who are our wards, I should say, and for whom in a sense we are trustees, are falling off rapidly in numbers and many of them are in poverty.".

(9) In 1938, Congress again acknowledged the unique status of the Hawaiian people by including in the Act of June 20, 1938 (52 Stat. 781, chapter 530; 16 U.S.C. 391b, 391b–1, 392b, 392c, 396, 396a), a provision to lease lands within the National Parks extension to Native Hawaiians and to permit fishing in the area "only by native Hawaiian residents of said area or of adjacent villages and by visitors under their guidance.".

(10) Under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", approved March 18, 1959 (73 Stat. 4), the United States transferred responsibility for the administration of the Hawaiian Home Lands to the State of Hawaii but reaffirmed the trust relationship between the United States and the Hawaiian people by retaining the exclusive power to enforce the trust, including the power to approve land exchanges and amendments to such Act affecting the rights of beneficiaries under such Act.

(11) In 1959, under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", the United States also ceded to the State of Hawaii title to the public lands formerly held by the United States, but mandated that such lands be held by the State "in public trust" and reaffirmed the special relationship that existed between the United States and the Hawaiian people by retaining the legal responsibility to enforce the public trust responsibility of the State of Hawaii for the betterment of the conditions of Native Hawaiians, as defined in section 201(a) of the Hawaiian Homes Commission Act, 1920.

(12) The United States has recognized and reaffirmed that—

(A) Native Hawaiians have a cultural, historic, and land-based link to the indigenous people who exercised sovereignty over the Hawaiian Islands, and that group has never relinquished its claims to sovereignty or its sovereign lands;

(B) Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation as to whom the United States has established a trust relationship;

(C) Congress has also delegated broad authority to administer a portion of the Federal trust responsibility to the State of Hawaii;

(D) the political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

(E) the aboriginal, indigenous people of the United States have—

(i) a continuing right to autonomy in their internal affairs; and

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(ii) an ongoing right of self-determination and self-governance that has never been extinguished.

(13) The political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States, as evidenced by the inclusion of Native Hawaiians in—

(A) the Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.);

(B) the American Indian Religious Freedom Act (42 U.S.C. 1996);

(C) the National Museum of the American Indian Act (20 U.S.C. 80q et seq.);

(D) the Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et seq.);

(E) division A of subtitle III of title 54, United States Code;

(F) the Native American Languages Act (25 U.S.C. 2901 et seq.);

(G) the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.);

(H) the Workforce Innovation and Opportunity Act; and

(I) the Older Americans Act of 1965 (42 U.S.C. 3001 et seq.).

SEC. 6203. [20 U.S.C. 7513] PURPOSES.

The purposes of this part are to—

(1) authorize and develop innovative educational programs to assist Native Hawaiians;

(2) provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

(3) supplement and expand programs and authorities in the area of education to further the purposes of this title; and

(4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

SEC. 6204. [20 U.S.C. 7514] NATIVE HAWAIIAN EDUCATION COUNCIL.

(a) GRANT AUTHORIZED.—In order to better effectuate the purposes of this part through the coordination of educational and related services and programs available to Native Hawaiians, including those programs that receive funding under this part, the Secretary shall award a grant to the education council described under subsection (b).

(b) EDUCATION COUNCIL.—

(1) ELIGIBILITY.—To be eligible to receive the grant under subsection (a), the council shall be an education council (referred to in this section as the "Education Council") that meets the requirements of this subsection.

(2) COMPOSITION.—The Education Council shall consist of 15 members, of whom—

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(A) 1 shall be the President of the University of Hawaii (or a designee);

(B) 1 shall be the Governor of the State of Hawaii (or a designee);

(C) 1 shall be the Superintendent of the State of Hawaii Department of Education (or a designee);

(D) 1 shall be the chairperson of the Office of Hawaiian Affairs (or a designee);

(E) 1 shall be the executive director of Hawaii's Charter School Network (or a designee);

(F) 1 shall be the chief executive officer of the Kamehameha Schools (or a designee);

(G) 1 shall be the Chief Executive Officer of the Queen Liliuokalani Trust (or a designee);

(H) 1 shall be appointed by the Secretary, in a timely manner, and chosen from a list of 5 individuals who represent one or more private grant-making entities that is submitted to the Secretary by the Education Council;

(I) 1 shall be the Mayor of the County of Hawaii (or a designee);

(J) 1 shall be the Mayor of Maui County (or a designee from the Island of Maui);

(K) 1 shall be the Mayor of the County of Kauai (or a designee);

(L) 1 shall be appointed by the Secretary, in a timely manner, and chosen from a list of 5 individuals who are from the Island of Molokai or the Island of Lanai that is submitted to the Secretary by the Mayor of Maui County;

(M) 1 shall be the Mayor of the City and County of Honolulu (or a designee);

(N) 1 shall be the chairperson of the Hawaiian Homes Commission (or a designee); and

(O) 1 shall be the chairperson of the Hawaii Workforce Development Council (or a designee representing the private sector).

(3) REQUIREMENTS.—Any designee serving on the Education Council shall demonstrate, as determined by the individual who appointed such designee with input from the Native Hawaiian community, not less than 5 years of experience as a consumer or provider of Native Hawaiian educational or cultural activities, with traditional cultural experience given due consideration.

(4) LIMITATION.—A member (including a designee), while serving on the Education Council, shall not be a direct recipient or administrator of grant funds that are awarded under this part.

(5) TERM OF MEMBERS.—A member who is a designee shall serve for a term of not more than 4 years.

(6) CHAIR; VICE CHAIR.—

(A) SELECTION.—The Education Council shall select a Chairperson and a Vice Chairperson from among the members of the Education Council.

(B) TERM LIMITS.—The Chairperson and Vice Chairperson shall each serve for a 2-year term.

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(7) ADMINISTRATIVE PROVISIONS RELATING TO EDUCATION COUNCIL.—The Education Council shall meet at the call of the Chairperson of the Council, or upon request by a majority of the members of the Education Council, but in any event not less often than every 120 days.

(8) NO COMPENSATION.—None of the funds made available through the grant may be used to provide compensation to any member of the Education Council or member of a working group established by the Education Council, for functions described in this section.

(c) USE OF FUNDS FOR COORDINATION ACTIVITIES.—The Education Council shall use funds made available through a grant under subsection (a) to carry out each of the following activities:

(1) Providing advice about the coordination of, and serving as a clearinghouse for, the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.

(2) Assessing the extent to which such services and programs meet the needs of Native Hawaiians, and collecting data on the status of Native Hawaiian education.

(3) Providing direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serving, where appropriate, in an advisory capacity.

(4) Awarding grants, if such grants enable the Education Council to carry out the activities described in paragraphs (1) through (3).

(5) Hiring an executive director, who shall assist in executing the duties and powers of the Education Council, as described in subsection (d).

(d) USE OF FUNDS FOR TECHNICAL ASSISTANCE.—The Education Council shall use funds made available through a grant under subsection (a) to—

(1) provide technical assistance to Native Hawaiian organizations that are grantees or potential grantees under this part;

(2) obtain from such grantees information and data regarding grants awarded under this part, including information and data about—

(A) the effectiveness of such grantees in meeting the educational priorities established by the Education Council, as described in paragraph (6)(D), using metrics related to these priorities; and

(B) the effectiveness of such grantees in carrying out any of the activities described in paragraph (3) of section 6205(a) that are related to the specific goals and purposes of each grantee's grant project, using metrics related to these goals and purposes;

(3) assess and define the educational needs of Native Hawaiians;

(4) assess the programs and services available to address the educational needs of Native Hawaiians;

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(5) assess and evaluate the individual and aggregate impact achieved by grantees under this part in improving Native Hawaiian educational performance and meeting the goals of this part, using metrics related to these goals; and

(6) prepare and submit to the Secretary, at the end of each calendar year, an annual report that contains—

(A) a description of the activities of the Education Council during the calendar year;

(B) a description of significant barriers to achieving the goals of this part;

(C) a summary of each community consultation session described in subsection (e); and

(D) recommendations to establish priorities for funding under this part, based on an assessment of—

(i) the educational needs of Native Hawaiians;

(ii) programs and services available to address such needs;

(iii) the effectiveness of programs in improving the educational performance of Native Hawaiian students to help such students meet challenging State academic standards under section 1111(b)(1); and

(iv) priorities for funding in specific geographic communities.

(e) USE OF FUNDS FOR COMMUNITY CONSULTATIONS.—The Education Council shall use funds made available through the grant under subsection (a) to hold not less than 1 community consultation each year on each of the islands of Hawaii, Maui, Molokai, Lanai, Oahu, and Kauai, at which—

(1) not fewer than 3 members of the Education Council shall be in attendance;

(2) the Education Council shall gather community input regarding—

(A) current grantees under this part, as of the date of the consultation;

(B) priorities and needs of Native Hawaiians; and

(C) other Native Hawaiian education issues; and

(3) the Education Council shall report to the community on the outcomes of the activities supported by grants awarded under this part.

(f) FUNDING.—For each fiscal year, the Secretary shall use the amount described in section 6205(c)(2), to make a payment under the grant. Funds made available through the grant shall remain available until expended.

SEC. 6205. [20 U.S.C. 7515] PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—

(1) GRANTS AND CONTRACTS.—The Secretary is authorized to make direct grants to, or enter into contracts with—

(A) Native Hawaiian educational organizations;

(B) Native Hawaiian community-based organizations;

(C) public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language;

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(D) charter schools; and

(E) consortia of the organizations, agencies, and institutions described in subparagraphs (A) through (C),

to carry out programs that meet the purposes of this part.

(2) PRIORITIES.—In awarding grants or contracts to carry out activities described in paragraph (3), the Secretary shall give priority to entities proposing projects that are designed to address—

(A) beginning reading and literacy among students in kindergarten through third grade;

(B) the needs of at-risk children and youth;

(C) needs in fields or disciplines in which Native Hawaiians are underemployed; and

(D) the use of the Hawaiian language in instruction.

(3) AUTHORIZED ACTIVITIES.—Activities provided through programs carried out under this part may include—

(A) the development and maintenance of a statewide Native Hawaiian early education and care system to provide a continuum of services for Native Hawaiian children from the prenatal period of the children through age 5;

(B) the operation of family-based education centers that provide such services as—

(i) programs for Native Hawaiian parents and their infants from the prenatal period of the infants through age 3;

(ii) preschool programs for Native Hawaiians; and

(iii) research on, and development and assessment of, family-based, early childhood, and preschool programs for Native Hawaiians;

(C) activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through grade 3 and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in grades 5 and 6;

(D) activities to meet the special needs of Native Hawaiian students with disabilities, including—

(i) the identification of such students and their needs;

(ii) the provision of support services to the families of such students; and

(iii) other activities consistent with the requirements of the Individuals with Disabilities Education Act;

(E) activities that address the special needs of Native Hawaiian students who are gifted and talented, including—

(i) educational, psychological, and developmental activities designed to assist in the educational progress of those students; and

(ii) activities that involve the parents of those students in a manner designed to assist in the educational progress of such students;

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(F) the development of academic and vocational curricula to address the needs of Native Hawaiian children and adults, including curriculum materials in the Hawaiian language and mathematics and science curricula that incorporate Native Hawaiian tradition and culture;

(G) professional development activities for educators, including—

(i) the development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;

(ii) in-service programs to improve the ability of teachers who teach in schools with high concentrations of Native Hawaiian students to meet the unique needs of such students; and

(iii) the recruitment and preparation of Native Hawaiians, and other individuals who live in communities with a high concentration of Native Hawaiians, to become teachers;

(H) the operation of community-based learning centers that address the needs of Native Hawaiian students, parents, families, and communities through the coordination of public and private programs and services, including—

(i) early childhood education programs;

(ii) before, after, and summer school programs, expanded learning time, or weekend academies;

(iii) career and technical education programs; and

(iv) programs that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors;

(I) activities, including program co-location, to enable Native Hawaiians to enter and complete programs of postsecondary education, including—

(i) family literacy services; and

(ii) counseling, guidance, and support services for students;

(J) research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults;

(K) other research and evaluation activities related to programs carried out under this part; and

(L) other activities, consistent with the purposes of this part, to meet the educational needs of Native Hawaiian children and adults.

(b) ADMINISTRATIVE COSTS.—Not more than 5 percent of funds provided to a recipient of a grant or contract under subsection (a) for any fiscal year may be used for administrative purposes.

(c) AUTHORIZATION OF APPROPRIATIONS.—

(1) IN GENERAL.—There are authorized to be appropriated to carry out this section and section 6204 $32,397,000 for each of fiscal years 2017 through 2020.

(2) RESERVATION.—Of the funds appropriated under this subsection, the Secretary shall reserve $500,000 for each of fis-

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cal years 2017 through 2020 to make a direct grant to the Education Council to carry out section 6204.

(3) AVAILABILITY.—Funds appropriated under this subsection shall remain available until expended.

SEC. 6206. [20 U.S.C. 7516] ADMINISTRATIVE PROVISIONS.

(a) APPLICATION REQUIRED.—No grant may be made under this part, and no contract may be entered into under this part, unless the entity seeking the grant or contract submits an application to the Secretary at such time, in such manner, and containing such information as the Secretary may determine to be necessary to carry out the provisions of this part.

(b) SPECIAL RULE.—Each applicant for a grant or contract under this part shall submit the application for comment to the local educational agency serving students who will participate in the program to be carried out under the grant or contract, and include those comments, if any, with the application to the Secretary.

SEC. 6207. [20 U.S.C. 7517] DEFINITIONS.

In this part:

(1) COMMUNITY CONSULTATION.—The term "community consultation" means a public gathering—

(A) to discuss Native Hawaiian education concerns; and

(B) about which the public has been given not less than 30 days notice.

(2) NATIVE HAWAIIAN.—The term "Native Hawaiian" means any individual who is—

(A) a citizen of the United States; and

(B) a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by—

(i) genealogical records;

(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or

(iii) certified birth records.

(3) NATIVE HAWAIIAN COMMUNITY-BASED ORGANIZATION.—The term "Native Hawaiian community-based organization" means any organization that is composed primarily of Native Hawaiians from a specific community and that assists in the social, cultural, and educational development of Native Hawaiians in that community.

(4) NATIVE HAWAIIAN EDUCATIONAL ORGANIZATION.—The term "Native Hawaiian educational organization" means a private nonprofit organization that—

(A) serves the interests of Native Hawaiians;

(B) has Native Hawaiians in substantive and policy-making positions within the organization;

(C) incorporates Native Hawaiian perspective, values, language, culture, and traditions into the core function of the organization;

(D) has demonstrated expertise in the education of Native Hawaiian youth; and

(E) has demonstrated expertise in research and program development.

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(5) NATIVE HAWAIIAN LANGUAGE.—The term "Native Hawaiian language" means the single Native American language indigenous to the original inhabitants of the State of Hawaii.

(6) NATIVE HAWAIIAN ORGANIZATION.—The term "Native Hawaiian organization" means a private nonprofit organization that—

(A) serves the interests of Native Hawaiians;

(B) has Native Hawaiians in substantive and policy-making positions within the organization; and

(C) is recognized by the Governor of Hawaii for the purpose of planning, conducting, or administering programs (or portions of programs) for the benefit of Native Hawaiians.

(7) OFFICE OF HAWAIIAN AFFAIRS.—The term "Office of Hawaiian Affairs" means the Office of Hawaiian Affairs established by the Constitution of the State of Hawaii.

PART C—ALASKA NATIVE EDUCATION

SEC. 6301. [20 U.S.C. 7541] SHORT TITLE.

This part may be cited as the "Alaska Native Educational Equity, Support, and Assistance Act".

SEC. 6302. [20 U.S.C. 7542] FINDINGS.

Congress finds and declares the following:

(1) It is the policy of the Federal Government to maximize the leadership of and participation by Alaska Natives in the planning and the management of Alaska Native education programs and to support efforts developed by and undertaken within the Alaska Native community to improve educational opportunity for all students.

(2) Many Alaska Native children enter and exit school with serious educational disadvantages.

(3) Overcoming the magnitude of the geographic challenges, historical inequities, and other barriers to successfully improving educational outcomes for Alaska Native students in rural, village, and urban settings is challenging. Significant disparities between academic achievement of Alaska Native students and non-Native students continue, including lower graduation rates, increased school dropout rates, and lower achievement scores on standardized tests.

(4) The preservation of Alaska Native cultures and languages and the integration of Alaska Native cultures and languages into education, positive identity development for Alaska Native students, and local, place-based, and culture-based programming are critical to the attainment of educational success and the long-term well-being of Alaska Native students.

(5) Improving educational outcomes for Alaska Native students increases access to employment opportunities.

(6) The Federal Government should lend support to efforts developed by and undertaken within the Alaska Native community to improve educational opportunity for Alaska Native students. In 1983, pursuant to Public Law 98–63, Alaska ceased to receive educational funding from the Bureau of In-

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dian Affairs. The Bureau of Indian Education does not operate any schools in Alaska, nor operate or fund Alaska Native education programs. The program under this part supports the Federal trust responsibility of the United States to Alaska Natives.

SEC. 6303. [20 U.S.C. 7543] PURPOSES.

The purposes of this part are as follows:

(1) To recognize and address the unique educational needs of Alaska Natives.

(2) To recognize the role of Alaska Native languages and cultures in the educational success and long-term well-being of Alaska Native students.

(3) To integrate Alaska Native cultures and languages into education, develop Alaska Native students' positive identity, and support local place-based and culture-based curriculum and programming.

(4) To authorize the development, management, and expansion of effective supplemental educational programs to benefit Alaska Natives.

(5) To provide direction and guidance to appropriate Federal, State and local agencies to focus resources, including resources made available under this part, on meeting the educational needs of Alaska Natives.

(6) To ensure the maximum participation by Alaska Native educators and leaders in the planning, development, implementation, management, and evaluation of programs designed to serve Alaska Native students.

SEC. 6304. [20 U.S.C. 7544] PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—

(1) GRANTS AND CONTRACTS.—The Secretary is authorized to make grants to, or enter into contracts with—

(A) Alaska Native organizations with experience operating programs that fulfill the purposes of this part;

(B) Alaska Native organizations that do not have the experience described in subparagraph (A) but are in partnership with—

(i) a State educational agency or a local educational agency; or

(ii) an Alaska Native organization that operates a program that fulfills the purposes of this part;

(C) an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part but—

(i) has experience operating programs that fulfill the purposes of this part; and

(ii) is granted an official charter or sanction, as described in the definition of a tribal organization under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b), from at least one Alaska Native tribe or Alaska Native organization to carry out programs that meet the purposes of this part.

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(2) MANDATORY ACTIVITIES.—Activities provided through the programs carried out under this part shall include the following:

(A) The development and implementation of plans, methods, strategies, and activities to improve the educational outcomes of Alaska Natives.

(B) The collection of data to assist in the evaluation of the programs carried out under this part.

(3) PERMISSIBLE ACTIVITIES.—Activities provided through programs carried out under this part may include the following:

(A) The development of curricula and programs that address the educational needs of Alaska Native students, including the following:

(i) Curriculum materials that are culturally informed and reflect the cultural diversity, languages, history, or the contributions of Alaska Native people, including curricula intended to preserve and promote Alaska Native culture.

(ii) Instructional programs that make use of Alaska Native languages and cultures.

(iii) Networks that develop, test, and disseminate best practices and introduce successful programs, materials, and techniques to meet the educational needs of Alaska Native students in urban and rural schools.

(B) Training and professional development activities for educators, including the following:

(i) Pre-service and in-service training and professional development programs to prepare teachers to develop appreciation for, and understanding of, Alaska Native history, cultures, values, and ways of knowing and learning in order to effectively address the cultural diversity and unique needs of Alaska Native students and improve the teaching methods of educators.

(ii) Recruitment and preparation of Alaska Native teachers.

(iii) Programs that will lead to the certification and licensing of Alaska Native teachers, principals, other school leaders, and superintendents.

(C) Early childhood and parenting education activities designed to improve the school readiness of Alaska Native children, including—

(i) the development and operation of home visiting programs for Alaska Native preschool children, to ensure the active involvement of parents in their children's education from the earliest ages;

(ii) training, education, and support, including in-home visitation, for parents and caregivers of Alaska Native children to improve parenting and caregiving skills (including skills relating to discipline and cognitive development, reading readiness, observation, storytelling, and critical thinking);

(iii) family literacy services;

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(iv) activities carried out under the Head Start Act (42 U.S.C. 9831 et seq.);

(v) programs for parents and their infants, from the prenatal period of the infant through age 3;

(vi) early childhood education programs; and

(vii) native language immersion within early childhood education programs, Head Start, or preschool programs.

(D) The development and operation of student enrichment programs, including programs in science, technology, engineering, and mathematics that—

(i) are designed to prepare Alaska Native students to excel in such subjects;

(ii) provide appropriate support services to enable such students to benefit from the programs; and

(iii) include activities that recognize and support the unique cultural and educational needs of Alaska Native children and incorporate appropriately qualified Alaska Native elders and other tradition bearers.

(E) Research and data collection activities to determine the educational status and needs of Alaska Native children and adults and other such research and evaluation activities related to programs funded under this part.

(F) Activities designed to enable Alaska Native students served under this part to meet the challenging State academic standards or increase the graduation rates of Alaska Native students, such as—

(i) remedial and enrichment programs;

(ii) culturally based education programs, such as—

(I) programs of study and other instruction in Alaska Native history and ways of living to share the rich and diverse cultures of Alaska Natives among Alaska Native youth and elders, non-Native students and teachers, and the larger community;

(II) instructing Alaska Native youth in leadership, communication, and Alaska Native culture, arts, history, and languages;

(III) intergenerational learning and internship opportunities to Alaska Native youth and young adults;

(IV) providing cultural immersion activities aimed at Alaska Native cultural preservation;

(V) native language instruction and immersion activities, including native language immersion nests or schools;

(VI) school-within-a-school model programs; and

(VII) preparation for postsecondary education and career planning; and

(iii) comprehensive school or community-based support services, including services that—

(I) address family instability and trauma; and

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(II) improve conditions for learning at home, in the community, and at school.

(G) Student and teacher exchange programs, cross-cultural immersion programs, and culture camps designed to build mutual respect and understanding among participants.

(H) Education programs for at-risk urban Alaska Native students that are designed to improve academic proficiency and graduation rates, use strategies otherwise permissible under this part, and incorporate a strong data collection and continuous evaluation component.

(I) Strategies designed to increase the involvement of parents in their children's education.

(J) Programs and strategies that increase connections between and among schools, families, and communities, including positive youth-adult relationships, to—

(i) promote the academic progress and positive development of Alaska Native children and youth; and

(ii) improve conditions for learning at home, in the community, and at school.

(K) Career preparation activities to enable Alaska Native children and adults to prepare for meaningful employment, including programs providing tech-prep, mentoring, training, and apprenticeship activities.

(L) Support for the development and operational activities of regional vocational schools in rural areas of Alaska to provide students with necessary resources to prepare for skilled employment opportunities.

(M) Regional leadership academies that demonstrate effectiveness in building respect and understanding, and fostering a sense of Alaska Native identity in Alaska Native students to promote their pursuit of and success in completing higher education or career training.

(N) Other activities, consistent with the purposes of this part, to meet the educational needs of Alaska Native children and adults.

(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $31,453,000 for each of fiscal years 2017 through 2020.

SEC. 6305. [20 U.S.C. 7545] ADMINISTRATIVE PROVISIONS.

Not more than 5 percent of funds provided to an award recipient under this part for any fiscal year may be used for administrative purposes.

SEC. 6306. [20 U.S.C. 7546] DEFINITIONS.

In this part:

(1) ALASKA NATIVE.—The term "Alaska Native" has the same meaning as the term "Native" has in section 3(b) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(b)) and includes the descendants of individuals so defined.

(2) ALASKA NATIVE ORGANIZATION.—The term "Alaska Native organization" means an organization that has or commits to acquire expertise in the education of Alaska Natives and is—

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(A) an Indian tribe, as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b), that is an Indian tribe located in Alaska;

(B) a "tribal organization", as defined in section 4 of such Act (25 U.S.C. 450b), that is a tribal organization located in Alaska; or

(C) an organization listed in clauses (i) through (xii) of section 419(4)(B) of the Social Security Act (42 U.S.C. 619(4)(B)(i) through (xii)), or the successor of an entity so listed.

TITLE VII—IMPACT AID

SEC. 7001. [20 U.S.C. 7701] PURPOSE.

In order to fulfill the Federal responsibility to assist with the provision of educational services to federally connected children in a manner that promotes control by local educational agencies with little or no Federal or State involvement, because certain activities of the Federal Government, such as activities to fulfill the responsibilities of the Federal Government with respect to Indian tribes and activities under section 511 of the Servicemembers Civil Relief Act, place a financial burden on the local educational agencies serving areas where such activities are carried out, and to help such children meet the same challenging State academic standards, it is the purpose of this title to provide financial assistance to local educational agencies that—

(1) experience a substantial and continuing financial burden due to the acquisition of real property by the United States;

(2) educate children who reside on Federal property and whose parents are employed on Federal property;

(3) educate children of parents who are in the military services and children who live in low-rent housing;

(4) educate heavy concentrations of children whose parents are civilian employees of the Federal Government and do not reside on Federal property; or

(5) need special assistance with capital expenditures for construction activities because of the enrollments of substantial numbers of children who reside on Federal lands and because of the difficulty of raising local revenue through bond referendums for capital projects due to the inability to tax Federal property.

SEC. 7002. [20 U.S.C. 7702] PAYMENTS RELATING TO FEDERAL ACQUISITION OF REAL PROPERTY.

(a) IN GENERAL.—Where the Secretary, after consultation with any local educational agency and with the appropriate State educational agency, determines—

(1) that the United States owns Federal property in the local educational agency, and that such property—

(A) has been acquired by the United States since 1938;

(B) was not acquired by exchange for other Federal property in the local educational agency which the United States owned before 1939; and

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(C) had an assessed value according to original records (including facsimiles or other reproductions of those records) documenting the assessed value of such property (determined as of the time or times when so acquired) prepared by the local officials referred to in subsection (b)(3) or, when such original records are not available due to unintentional destruction (such as natural disaster, fire, flooding, pest infestation, or deterioration due to age), other records, including Federal agency records, local historical records, or other records that the Secretary determines to be appropriate and reliable, aggregating 10 percent or more of the assessed value of—

(i) all real property in the local educational agency (similarly determined as of the time or times when such Federal property was so acquired); or

(ii) all real property in the local educational agency as assessed in the first year preceding or succeeding acquisition, whichever is greater, only if—

(I) the assessment of all real property in the local educational agency is not made at the same time or times that such Federal property was so acquired and assessed; and

(II) State law requires an assessment be made of property so acquired; and

(2) that such agency is not being substantially compensated for the loss in revenue resulting from such ownership by increases in revenue accruing to the agency from the conduct of Federal activities with respect to such Federal property,

then such agency shall be eligible to receive the amount described in subsection (b) or (h).

(b) AMOUNT.—

(1) IN GENERAL.—(A)(i)(I) Subject to subclauses (II) and (III), the amount that a local educational agency shall be paid under subsection (a) for a fiscal year shall be calculated in accordance with paragraph (2).

(II) Except as provided in subclause (III), the Secretary may not reduce the amount of a payment under this section to a local educational agency for a fiscal year by (aa) the amount equal to the amount of revenue, if any, the agency received during the previous fiscal year from activities conducted on Federal property eligible under this section and located in a school district served by the agency, including amounts received from any Federal department or agency (other than the Department of Education) from such activities, by reason of receipt of such revenue, or (bb) any other amount by reason of receipt of such revenue.

(III) If the amount equal to the sum of (aa) the proposed payment under this section to a local educational agency for a fiscal year and (bb) the amount of revenue described in subclause (II)(aa) received by the agency during the previous fiscal year, exceeds the maximum amount the agency is eligible to receive under this section for the fiscal year involved, then the

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Secretary shall reduce the amount of the proposed payment under this section by an amount equal to such excess amount.

(ii) For purposes of clause (i), the amount of revenue that a local educational agency receives during the previous fiscal year from activities conducted on Federal property shall not include payments received by the agency from the Secretary of Defense to support—

(I) the operation of a domestic dependent elementary or secondary school; or

(II) the provision of a free public education to dependents of members of the Armed Forces residing on or near a military installation.

(B) If funds appropriated under section 7014(a) are insufficient to pay the amount determined under subparagraph (A), the Secretary shall calculate the payment for each eligible local educational agency in accordance with subsection (h).

(C) Notwithstanding any other provision of this subsection, a local educational agency may not be paid an amount under this section that, when added to the amount such agency receives under section 7003(b), exceeds the maximum amount that such agency is eligible to receive for such fiscal year under section 7003(b)(1)(C), or the maximum amount that such agency is eligible to receive for such fiscal year under this section, whichever is greater.

(2) APPLICATION OF CURRENT LEVIED REAL PROPERTY TAX RATE.—In calculating the amount that a local educational agency is eligible to receive for a fiscal year, the Secretary shall apply the current levied real property tax rate for current expenditures levied by fiscally independent local educational agencies, or imputed for fiscally dependent local educational agencies, to the current annually determined estimated taxable value of such acquired Federal property.

(3) DETERMINATION OF TAXABLE VALUE FOR ELIGIBLE FEDERAL PROPERTY.—

(A) IN GENERAL.—In determining the estimated taxable value of such acquired Federal property for fiscal year 2010 and each succeeding fiscal year, the Secretary shall—

(i) first determine the total taxable value for the purpose of levying property tax for school purposes for current expenditures of real property located within the boundaries of such local educational agency;

(ii) then determine the per acre value of the eligible Federal property by dividing the total taxable value as determined in clause (i) by the difference between the total acres located within the boundaries of the local educational agency and the number of Federal acres eligible under this section; and

(iii) then determine the total taxable value of the eligible Federal property by multiplying the per acre value as calculated under clause (ii) by the number of Federal acres eligible under this section.

(B) SPECIAL RULE.—In the case of Federal property eligible under this section that is within the boundaries of 2 or more local educational agencies that are eligible under

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this section, any of such agencies may ask the Secretary to calculate (and the Secretary shall calculate) the taxable value of the eligible Federal property that is within its boundaries by—

(i) first calculating the per-acre value of the eligible Federal property separately for each eligible local educational agency that shared the Federal property, as provided in subparagraph (A)(ii);

(ii) then averaging the resulting per-acre values of the eligible Federal property from each eligible local educational agency that shares the Federal property; and

(iii) then applying the average per-acre value to determine the total taxable value of the eligible Federal property under subparagraph (A)(iii) for the requesting local educational agency.

(c) APPLICABILITY TO TENNESSEE VALLEY AUTHORITY ACT.—For the purpose of this section, any real property with respect to which payments are being made under section 13 of the Tennessee Valley Authority Act of 1933 shall not be regarded as Federal property.

(d) OWNERSHIP BY UNITED STATES.—The United States shall be deemed to own Federal property for the purposes of this Act, where—

(1) prior to the transfer of Federal property, the United States owned Federal property meeting the requirements of subparagraphs (A), (B), and (C) of subsection (a)(1); and

(2) the United States transfers a portion of the property referred to in paragraph (1) to another nontaxable entity, and the United States—

(A) restricts some or any construction on such property;

(B) requires that the property be used in perpetuity for the public purposes for which the property was conveyed;

(C) requires the grantee of the property to report to the Federal Government (or its agent) regarding information on the use of the property;

(D) except with the approval of the Federal Government (or its agent), prohibits the sale, lease, assignment, or other disposal of the property unless such sale, lease, assignment, or other disposal is to another eligible government agency; and

(E) reserves to the Federal Government a right of reversion at any time the Federal Government (or its agent) deems it necessary for the national defense.

(e) LOCAL EDUCATIONAL AGENCY CONTAINING FOREST SERVICE LAND AND SERVING CERTAIN COUNTIES.—Beginning with fiscal year 1995, a local educational agency shall be deemed to meet the requirements of subsection (a)(1)(C) if such local educational agency meets the following requirements:

(1) ACREAGE AND ACQUISITION BY THE FOREST SERVICE.—The local educational agency serves a school district that contains between 20,000 and 60,000 acres of land that has been acquired by the Forest Service of the Department of Agri-

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culture between 1915 and 1990, as demonstrated by written evidence from the Forest Service satisfactory to the Secretary.

(2) COUNTY CHARTER.—The local educational agency serves a county chartered under State law in 1875 or 1890. For each fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act, the Secretary shall treat local educational agencies chartered in 1871 having more than 70 percent of the county in Federal ownership as meeting the eligibility requirements of subparagraphs (A) and (C) of subsection (a)(1).

(f) SPECIAL RULE.—For each fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act, a local educational agency shall be deemed to meet the requirements of subsection (a)(1)(C) if the agency was eligible under paragraph (1) or (3) of section 7002(f) as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act.

(g) FORMER DISTRICTS.—

(1) CONSOLIDATIONS.—For fiscal year 2006 and each succeeding fiscal year, if a local educational agency described in paragraph (2) is formed at any time after 1938 by the consolidation of 2 or more former school districts, the local educational agency may elect to have the Secretary determine its eligibility for assistance under this section for any fiscal year on the basis of 1 or more of those former districts, as designated by the local educational agency.

(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency referred to in paragraph (1) is—

(A) any local educational agency that, for fiscal year 1994 or any preceding fiscal year, applied, and was determined to be eligible under, section 2(c) of the Act of September 30, 1950 (Public Law 874, 81st Congress) as that section was in effect for that fiscal year; or

(B) a local educational agency—

(i) that was formed by the consolidation of 2 or more districts, at least 1 of which was eligible for assistance under this section for the fiscal year preceding the year of the consolidation; and

(ii) which includes the designation referred to in paragraph (1) in its application under section 7005 for a fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act or any timely amendment to such application.

(3) AMOUNT.—A local educational agency eligible under paragraph (1) shall receive a foundation payment as provided for under subparagraphs (A) and (B) of subsection (h)(1), except that the foundation payment shall be calculated based on the most recent payment received by the local educational agency based on its status prior to consolidation.

(h) PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—For any fiscal year for which the amount appropriated under section 7014(a) is insufficient to pay to each eligible local educational agency the full amount determined under subsection (b), the Secretary shall make

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payments to each local educational agency under this section as follows:

(1) FOUNDATION PAYMENTS FOR PRE-2010 RECIPIENTS.—

(A) IN GENERAL.—The Secretary shall first make a foundation payment to each local educational agency that is determined by the Secretary to be eligible to receive a payment under this section for the fiscal year involved and that filed a timely application, and met, or has been determined by statute to meet, the eligibility requirements of subsection (a) for fiscal year 2009.

(B) AMOUNT.—

(i) IN GENERAL.—The amount of a payment under subparagraph (A) for a local educational agency shall be equal to the greater of 90 percent of the payment the local educational agency received from dollars appropriated for fiscal year 2009 or 90 percent of the average payment that the local educational agency received from dollars appropriated for fiscal years 2006, 2007, 2008, and 2009, and shall be calculated without regard to the maximum payment provisions in subsection (b)(1)(C).

(ii) EXCEPTION.—In calculating such average payment for a local educational agency that did not receive a payment under subsection (b) for 1 or more of the fiscal years between fiscal year 2006 and 2009, inclusive, the lowest such payment made to the agency for fiscal year 2006, 2007, 2008, or 2009, shall be treated as the payment that the agency received under subsection (b) for each fiscal year for which the agency did not receive such a payment.

(C) INSUFFICIENT APPROPRIATIONS.—If the amount appropriated under section 7014(a) is insufficient to pay the full amount determined under this paragraph for all eligible local educational agencies for the fiscal year, then the Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

(2) FOUNDATION PAYMENTS FOR NEW APPLICANTS.—

(A) FIRST YEAR.—From any amounts remaining after making payments under paragraph (1) and subsection (i)(1) for the fiscal year involved, the Secretary shall make a payment, in an amount determined in accordance with subparagraph (C), to each local educational agency that the Secretary determines eligible for a payment under this section for a fiscal year after fiscal year 2009 and that did not receive a payment under paragraph (1) for the fiscal year for which such agency was determined eligible for such payment.

(B) SECOND AND SUCCEEDING YEARS.—For any succeeding fiscal year after the first fiscal year that a local educational agency receives a foundation payment under subparagraph (A), the amount of the local educational agency's foundation payment under this paragraph for such succeeding fiscal year shall be equal to the local edu-

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cational agency's foundation payment under this paragraph for the first fiscal year.

(C) AMOUNTS.—The amount of a payment under subparagraph (A) for a local educational agency shall be determined as follows:

(i) Calculate the local educational agency's maximum payment under subsection (b).

(ii) Calculate the percentage that the amount appropriated under section 7014(a) for the most recent fiscal year for which the Secretary has completed making payments under this section is of the total maximum payments for such fiscal year for all local educational agencies eligible for a payment under subsection (b) and multiply the agency's maximum payment by such percentage.

(iii) Multiply the amount determined under clause (ii) by 90 percent.

(D) INSUFFICIENT FUNDS.—If the amount appropriated under section 7014(a) of this title is insufficient to pay the full amount determined under this paragraph for all eligible local educational agencies for the fiscal year, then the Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

(3) REMAINING FUNDS.—From any funds remaining after making payments under paragraphs (1) and (2) for the fiscal year involved, the Secretary shall make a payment to each local educational agency that received a foundation payment under paragraph (1) or (2) or subsection (i)(1), for the fiscal year involved in an amount that bears the same relation to the remainder as a percentage share determined for the local educational agency (by dividing the maximum amount that the agency is eligible to receive under subsection (b) by the total of the maximum amounts for all such agencies) bears to the percentage share determined (in the same manner) for all local educational agencies eligible to receive a payment under this section for the fiscal year involved, except that, for the purpose of calculating a local educational agency's maximum amount under subsection (b), data from the most current fiscal year shall be used.

(4) DATA.—For each local educational agency that received a payment under this section for fiscal year 2010 or any succeeding fiscal year, the Secretary shall not make a payment under paragraph (3) to a local educational agency that fails to submit, within 60 days of the date the Secretary notifies the agency that the information is needed, the data necessary to calculate the maximum amount of a payment under subsection (b) for that local educational agency.

(i) SPECIAL PAYMENTS.—

(1) IN GENERAL.—For any fiscal year beginning with fiscal year 2000 for which the amount appropriated to carry out this section exceeds the amount so appropriated for fiscal year 1996 and for which subsection (b)(1)(B) applies, the Secretary shall use the remainder described in subsection (h)(3) for the fiscal year involved (not to exceed the amount equal to the difference

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between (A) the amount appropriated to carry out this section for fiscal year 1997 and (B) the amount appropriated to carry out this section for fiscal year 1996) to increase the payment that would otherwise be made under this section to not more than 50 percent of the maximum amount determined under subsection (b) for any local educational agency described in paragraph (2).

(2) LOCAL EDUCATIONAL AGENCY DESCRIBED.—A local educational agency described in this paragraph is a local educational agency that—

(A) received a payment under this section for fiscal year 1996;

(B) serves a school district that contains all or a portion of a United States military academy;

(C) serves a school district in which the local tax assessor has certified that at least 60 percent of the real property is federally owned; and

(D) demonstrates to the satisfaction of the Secretary that such agency's per-pupil revenue derived from local sources for current expenditures is not less than that revenue for the preceding fiscal year.

(j) PRIOR YEAR DATA.—Notwithstanding any other provision of this section, in determining the eligibility of a local educational agency for a payment under subsection (b) or (h)(2) of this section for a fiscal year, and in calculating the amount of such payment, the Secretary—

(1) shall use data from the prior fiscal year with respect to the Federal property involved, including data with respect to the assessed value of the property and the real property tax rate for current expenditures levied against or imputed to the property; and

(2) shall use data from the second prior fiscal year with respect to determining the amount of revenue referred to in subsection (b)(1)(A)(i).

(k) LOSS OF ELIGIBILITY.—

(1) IN GENERAL.—Notwithstanding any other provision of this section, the Secretary shall make a minimum payment to a local educational agency described in paragraph (2), for the first fiscal year that the agency loses eligibility for assistance under this section as a result of property located within the school district served by the agency failing to meet the definition of Federal property under section 7013(5)(C)(iii), in an amount equal to 90 percent of the amount received by the agency under this section for the preceding year.

(2) LOCAL EDUCATIONAL AGENCY DESCRIBED.—A local educational agency described in this paragraph is an agency that—

(A) was eligible for, and received, a payment under this section for fiscal year 2002; and

(B) beginning in fiscal year 2003 or a subsequent fiscal year, is no longer eligible for payments under this section as provided for in subsection (a)(1)(C) as a result of the transfer of the Federal property involved to a non-Federal entity.

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SEC. 7003. [20 U.S.C. 7703] PAYMENTS FOR ELIGIBLE FEDERALLY CONNECTED CHILDREN.

(a) COMPUTATION OF PAYMENT.—

(1) IN GENERAL.—For the purpose of computing the amount that a local educational agency is eligible to receive under subsection (b) or (d) for any fiscal year, the Secretary shall determine the number of children who were in average daily attendance in the schools of such agency, and for whom such agency provided free public education, during the preceding school year and who, while in attendance at such schools—

(A)(i) resided on Federal property with a parent employed on Federal property situated in whole or in part within the boundaries of the school district of such agency; or

(ii) resided on Federal property with a parent who is an official of, and accredited by, a foreign government and is a foreign military officer;

(B) resided on Federal property and had a parent on active duty in the uniformed services (as defined in section 101 of title 37, United States Code);

(C) resided on Indian lands;

(D)(i) had a parent on active duty in the uniformed services (as defined by section 101 of title 37, United States Code) but did not reside on Federal property; or

(ii) had a parent who is an official of, and has been accredited by, a foreign government and is a foreign military officer but did not reside on Federal property;

(E) resided in low-rent housing;

(F) resided on Federal property and is not described in subparagraph (A) or (B); or

(G) resided with a parent employed on Federal property situated—

(i) in whole or in part in the county in which such agency is located, or in whole or in part in such agency if such agency is located in more than one county; or

(ii) if not in such county, in whole or in part in the same State as such agency.

(2) DETERMINATION OF WEIGHTED STUDENT UNITS.—For the purpose of computing the basic support payment under subsection (b), the Secretary shall calculate the total number of weighted student units for a local educational agency by adding together the results obtained by the following computations:

(A) Multiply the number of children described in subparagraphs (A) and (B) of paragraph (1) by a factor of 1.0.

(B) Multiply the number of children described in paragraph (1)(C) by a factor of 1.25.

(C) Multiply the number of children described in subparagraphs (A) and (B) of paragraph (1) by a factor of .35 if the local educational agency has—

(i) a number of such children described in such subparagraphs which exceeds 5,000; and

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(ii) an average daily attendance for all children which exceeds 100,000.

(D) Multiply the number of children described in subparagraph (D) of paragraph (1) by a factor of .20.

(E) Multiply the number of children described in subparagraph (E) of paragraph (1) by a factor of .10.

(F) Multiply the number of children described in subparagraphs (F) and (G) of paragraph (1) by a factor of .05.

(3) SPECIAL RULE.—The Secretary shall only compute a payment for a local educational agency for children described in subparagraph (F) or (G) of paragraph (1) if the number of such children equals or exceeds 1,000 or such number equals or exceeds 10 percent of the total number of students in average daily attendance in the schools of such agency.

(4) MILITARY INSTALLATION AND INDIAN HOUSING UNDERGOING RENOVATION OR REBUILDING.—

(A) MILITARY INSTALLATION HOUSING.—Beginning in fiscal year 2014, in determining the amount of a payment for a local educational agency for children described in paragraph (1)(D)(i), the Secretary shall consider those children as if they were children described in paragraph (1)(B) if the Secretary determines, on the basis of a certification provided to the Secretary by a designated representative of the Secretary of Defense, that those children would have resided in housing on Federal property if the housing was not undergoing renovation or rebuilding. The total number of children treated as children described in paragraph (1)(B) shall not exceed the lessor of—

(i) the total number of children eligible under paragraph (1)(B) for the year prior to the initiation of the housing project on Federal property undergoing renovation or rebuilding; or

(ii) the total number of Federally connected children enrolled at the local educational agency as stated in the application filed for the payment for the year for which the determination is made.

(B) INDIAN LANDS.—Beginning in fiscal year 2014, in determining the amount of a payment for a local educational agency that received a payment for children that resided on Indian lands in accordance with paragraph (1)(C) for the fiscal year prior to the fiscal year for which the local educational agency is making an application, the Secretary shall consider those children to be children described in paragraph (1)(C) if the Secretary determines on the basis of a certification provided to the Secretary by a designated representative of the Secretary of the Interior or the Secretary of Housing and Urban Development that those children would have resided in housing on Indian lands if the housing was not undergoing renovation or rebuilding. The total number of children treated as children described in paragraph (1)(C) shall not exceed the lessor of—

(i) the total number of children eligible under paragraph (1)(C) for the year prior to the initiation of

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the housing project on Indian lands undergoing renovation or rebuilding; or

(ii) the total number of Federally connected children enrolled at the local educational agency as stated in the application filed for the payment for the year for which the determination is made.

(C) ELIGIBLE HOUSING.—Renovation or rebuilding shall be defined as projects considered as capitalization, modernization, or restoration, as defined by the Secretary of Defense or the Secretary of the Interior (as the case may be) and are projects that last more than 30 days, but do not include "sustainment projects" such as painting, carpeting, or minor repairs.

(5) MILITARY "BUILD TO LEASE" PROGRAM HOUSING.—

(A)[7] IN GENERAL.—For purposes of computing the amount of payment for a local educational agency for children identified under paragraph (1), the Secretary shall consider children residing in housing initially acquired or constructed under the former section 2828(g) of title 10, United States Code (commonly known as the "Build to Lease" program), as added by section 801 of the Military Construction Authorization Act, 1984, or under lease of off-base property under subchapter IV of chapter 169 of title 10, United States Code, to be children described under paragraph (1)(B), if the property described is—

(i) within the fenced security perimeter of the military facility; or

(ii) attached to, and under any type of force protection agreement with, the military installation upon which such housing is situated.

(B) ADDITIONAL REQUIREMENTS.—If the property described in subparagraph (A) is not owned by the Federal Government, is subject to taxation by a State or political subdivision of a State, and thereby generates revenues for a local educational agency that is applying to receive a payment under this section, then the Secretary—

(i) shall require the local educational agency to provide certification from an appropriate official of the Department of Defense that the property is being used to provide military housing; and

(ii) shall reduce the amount of the payment under this section by an amount equal to the amount of revenue from such taxation received in the second preceding fiscal year by such local educational agency, unless the amount of such revenue was taken into account by the State for such second preceding fiscal year and already resulted in a reduction in the amount of State aid paid to such local educational agency.

[7] Subparagraph (A) applies with respect to fiscal year 2016 pursuant to section 579(a)(1) of division A of Public Law 114–328.

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(b) BASIC SUPPORT PAYMENTS AND PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—

(1) BASIC SUPPORT PAYMENTS.—

(A) IN GENERAL.—From the amount appropriated under section 7014(b) for a fiscal year, the Secretary is authorized to make basic support payments to eligible local educational agencies with children described in subsection (a).

(B) ELIGIBILITY.—A local educational agency is eligible to receive a basic support payment under subparagraph (A) for a fiscal year with respect to a number of children determined under subsection (a)(1) only if the number of children so determined with respect to such agency amounts to the lesser of—

(i) at least 400 such children; or

(ii) a number of such children which equals at least 3 percent of the total number of children who were in average daily attendance, during such year, at the schools of such agency and for whom such agency provided free public education.

(C) MAXIMUM AMOUNT.—The maximum amount that a local educational agency is eligible to receive under this paragraph for any fiscal year is the sum of the total weighted student units, as computed under subsection (a)(2), multiplied by the greater of—

(i) one-half of the average per-pupil expenditure of the State in which the local educational agency is located for the third fiscal year preceding the fiscal year for which the determination is made;

(ii) one-half of the average per-pupil expenditure of all of the States for the third fiscal year preceding the fiscal year for which the determination is made;

(iii) the comparable local contribution rate certified by the State, as determined under regulations prescribed to carry out the Act of September 30, 1950 (Public Law 874, 81st Congress), as such regulations were in effect on January 1, 1994; or

(iv) the average per-pupil expenditure of the State in which the local educational agency is located, multiplied by the local contribution percentage.

(D) DATA.—If satisfactory data from the third preceding fiscal year are not available for any of the expenditures described in clause (i) or (ii) of subparagraph (C), the Secretary shall use data from the most recent fiscal year for which data that are satisfactory to the Secretary are available.

(E) INCREASE IN LOCAL CONTRIBUTION RATE DUE TO UNUSUAL GEOGRAPHIC FACTORS.—If the current expenditures in those local educational agencies which the Secretary has determined to be generally comparable to the local educational agency for which a computation is made under subparagraph (C) are not reasonably comparable because of unusual geographical factors which affect the cur-

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rent expenditures necessary to maintain, in such agency, a level of education equivalent to that maintained in such other agencies, then the Secretary shall increase the local contribution rate for such agency under subparagraph (C)(iii) by such an amount which the Secretary determines will compensate such agency for the increase in current expenditures necessitated by such unusual geographical factors. The amount of any such supplementary payment may not exceed the per-pupil share (computed with regard to all children in average daily attendance), as determined by the Secretary, of the increased current expenditures necessitated by such unusual geographic factors.

(F) Beginning with fiscal year 2002, for the purpose of calculating a payment under this paragraph for a local educational agency whose local contribution rate was computed under subparagraph (C)(iii) for the previous year, the Secretary shall use a local contribution rate that is not less than 95 percent of the rate that the LEA received for the preceding year.

(2)[8] BASIC SUPPORT PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

(A) IN GENERAL.—(i) From the amount appropriated under section 7014(b) for a fiscal year, the Secretary is authorized to make basic support payments to eligible heavily impacted local educational agencies with children described in subsection (a).

(ii) A local educational agency that receives a basic support payment under this paragraph for a fiscal year shall not be eligible to receive a basic support payment under paragraph (1) for that fiscal year.

(B) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—A heavily impacted local educational agency is eligible to receive a basic support payment under subparagraph (A) with respect to a number of children determined under subsection (a)(1) if the agency—

(I) is a local educational agency—

(aa) whose boundaries are the same as a Federal military installation; or

(bb)(AA) whose boundaries are the same as an island property designated by the Secretary of the Interior to be property that is held in trust by the Federal Government; and

(BB) that has no taxing authority;

(II)[9] is a local educational agency that—

(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 45 percent;

[8] For special rules with to respect to fiscal year 2016 or any succeeding fiscal year, see section 579(d)(3) of division A of Public Law 114–328.

[9] For special rule regarding per-pupil expenditure requirement for fiscal year 2017, 2018, or 2019, see section 579(c)(2) of division A of Public Law 114–328.

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(bb) has a per-pupil expenditure that is less than—

(AA) for an agency that has a total student enrollment of 500 or more students, 125 percent of the average per-pupil expenditure of the State in which the agency is located; or

(BB) for any agency that has a total student enrollment of less than 500 students, 150 percent of the average per-pupil expenditure of the State in which the agency is located or the average per-pupil expenditure of 3 or more comparable local educational agencies in the State in which the agency is located; and

(cc) is an agency that has a tax rate for general fund purposes that is not less than 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State;

(III) is a local educational agency that—

(aa) has a tax rate for general fund purposes which is not less than 125 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State; and

(bb)(AA) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 30 percent; or

(BB) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 20 percent, and for the 3 fiscal years preceding the fiscal year for which the determination is made, the average enrollment of children who are not described in subsection (a)(1) and who are eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act constitutes a percentage of the total student enrollment of the agency that is not less than 65 percent;

(IV) is a local educational agency that received a payment for fiscal year 2015 under section 8003(b)(2)(E) (as such section was in effect for such fiscal year) and has a total student enrollment of not less than 25,000 students, of which—

(aa) not less than 35 percent are children described in subsection (a)(1); and

(bb)(AA) not less than 3,500 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or

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(BB) not less than 7,000 of such children are children described in subparagraph (D) of subsection (a)(1);

(V)[9] is a local educational agency that—

(aa) has an enrollment of children described in subsection (a)(1) including, for purposes of determining eligibility, those children described in subparagraphs (F) and (G) of such subsection, that is not less than 35 percent of the total student enrollment of the agency;

(bb) has a per-pupil expenditure described in subclause (II)(bb) (except that a local educational agency with a total student enrollment of less than 350 students shall be deemed to have satisfied such per-pupil expenditure requirement) and has a tax rate for general fund purposes which is not less than 95 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State; and

(cc) was eligible to receive assistance under subparagraph (A) for fiscal year 2001.

(ii) LOSS OF ELIGIBILITY.—

(I) IN GENERAL.—Subject to subclause (II), a heavily impacted local educational agency that met the requirements of clause (i) for a fiscal year shall be ineligible to receive a basic support payment under subparagraph (A) if the agency fails to meet the requirements of clause (i) for a subsequent fiscal year, except that such agency shall continue to receive a basic support payment under this paragraph for the fiscal year for which the ineligibility determination is made.

(II) LOSS OF ELIGIBILITY DUE TO FALLING BELOW 95 PERCENT OF THE AVERAGE TAX RATE FOR GENERAL FUND PURPOSES.—In the case of a heavily impacted local educational agency described in subclause (II) or (V) of clause (i) that is eligible to receive a basic support payment under subparagraph (A), but that has had, for 2 consecutive fiscal years, a tax rate for general fund purposes that falls below 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State, such agency shall be determined to be ineligible under clause (i) and ineligible to receive a basic support payment under subparagraph (A) for each fiscal year succeeding such 2 consecutive fiscal years for which the agency has such a tax rate for general fund purposes, and until the fiscal year for which the agency resumes such eligibility in accordance with clause (iii).

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(III) TAKEN OVER BY STATE BOARD OF EDUCATION.—In the case of a heavily impacted local educational agency that is eligible to receive a basic support payment under subparagraph (A), but that has been taken over by a State board of education in any 2 previous years, such agency shall be deemed to maintain heavily impacted status for 2 fiscal years following the date of enactment of the Every Student Succeeds Act.

(iii) RESUMPTION OF ELIGIBILITY.—A heavily impacted local educational agency described in clause (i) that becomes ineligible under such clause for 1 or more fiscal years may resume eligibility for a basic support payment under this paragraph for a subsequent fiscal year only if the agency meets the requirements of clause (i) for that subsequent fiscal year, except that such agency shall not receive a basic support payment under this paragraph until the fiscal year succeeding the fiscal year for which the eligibility determination is made.

(C) MAXIMUM AMOUNT FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—Except as provided in subparagraph (D), the maximum amount that a heavily impacted local educational agency is eligible to receive under this paragraph for any fiscal year is the sum of the total weighted student units, as computed under subsection (a)(2) and subject to clause (ii), multiplied by the greater of—

(I) four-fifths of the average per-pupil expenditure of the State in which the local educational agency is located for the third fiscal year preceding the fiscal year for which the determination is made; or

(II) four-fifths of the average per-pupil expenditure of all of the States for the third fiscal year preceding the fiscal year for which the determination is made.

(ii) CALCULATION OF WEIGHTED STUDENT UNITS.—

(I) IN GENERAL.—

(aa) PERCENTAGE ENROLLMENT.—For a local educational agency in which 35 percent or more of the total student enrollment of the schools of the agency are children described in subparagraph (D) or (E) (or a combination thereof) of subsection (a)(1), and that has an enrollment of children described in subparagraph (A), (B), or (C) of such subsection equal to at least 10 percent of the agency's total enrollment, the Secretary shall calculate the weighted student units of those children described in subparagraph (D) or (E) of such subsection by multiplying the number of such children by a factor of 0.55.

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(bb) EXCEPTION.—Notwithstanding item (aa), a local educational agency that received a payment under this paragraph for fiscal year 2013 shall not be required to have an enrollment of children described in subparagraph (A), (B), or (C) of subsection (a)(1) equal to at least 10 percent of the agency's total enrollment and shall be eligible for the student weight as provided for in item (aa).

(II) ENROLLMENT OF 100 OR FEWER CHILDREN.—For a local educational agency that has an enrollment of 100 or fewer children described in subsection (a)(1), the Secretary shall calculate the total number of weighted student units for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 1.75.

(III) ENROLLMENT OF MORE THAN 100 CHILDREN BUT LESS THAN 1000.—For a local educational agency that is not described under subparagraph (B)(i)(I) and has an enrollment of more than 100 but not more than 1,000 children described in subsection (a)(1), the Secretary shall calculate the total number of weighted student units for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 1.25.

(D) MAXIMUM AMOUNT FOR LARGE HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

(i) IN GENERAL.—

(I) FORMULA.—Subject to clauses (ii), (iii), and (iv), the maximum amount that a heavily impacted local educational agency described in subclause (II) is eligible to receive under this paragraph for any fiscal year shall be determined in accordance with the formula described in paragraph (1)(C).

(II) HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCY.—A heavily impacted local educational agency described in this subclause is a local educational agency that received a payment for fiscal year 2015 under section 8003(b)(2)(E) (as such section was in effect for such fiscal year) and has a total student enrollment of not less than 25,000 students, of which not less than 35 percent are children described in subsection (a)(1) and—

(aa) not less than 3,500 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or

(bb) not less than 7,000 of such children are children described in subparagraph (D) of subsection (a)(1).

(ii) FACTOR.—For purposes of calculating the maximum amount described in clause (i), the factor used in determining the weighted student units under sub-

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section (a)(2) with respect to children described in subparagraphs (A) and (B) of subsection (a)(1) shall be—

(I) for fiscal year 2016, 1.35;

(II) for each of fiscal years 2017 and 2018, 1.38;

(III) for fiscal year 2019, 1.40;

(IV) for fiscal year 2020, 1.42; and

(V) for fiscal year 2021 and each fiscal year thereafter, 1.45.

(iii) FACTOR FOR CHILDREN WHO LIVE OFF BASE.—For purposes of calculating the maximum amount described in clause (i), the factor used in determining the weighted student units under subsection (a)(2) with respect to children described in subsection (a)(1)(D) shall be—

(I) for fiscal year 2016, .20;

(II) for each of fiscal years 2017 and 2018, .22;

(III) for each of fiscal years 2019 and 2020, .25; and

(IV) for fiscal year 2021 and each fiscal year thereafter—

(aa) .30 with respect to each of the first 7,000 children; and

(bb) .25 with respect to the number of children that exceeds 7,000.

(iv) SPECIAL RULE.—Notwithstanding clauses (ii) and (iii), for fiscal year 2020 or any succeeding fiscal year, if the number of students who are children described in subparagraphs (A) and (B) of subsection (a)(1) for a local educational agency subject to this subparagraph exceeds 7,000 for such year or the number of students who are children described in subsection (a)(1)(D) for such local educational agency exceeds 12,750 for such year, then—

(I) the factor used, for the fiscal year for which the determination is being made, to determine the weighted student units under subsection (a)(2) with respect to children described in subparagraphs (A) and (B) of subsection (a)(1) shall be 1.40; and

(II) the factor used, for such fiscal year, to determine the weighted student units under subsection (a)(2) with respect to children described in subsection (a)(1)(D) shall be .20.

(E) DATA.—For purposes of providing assistance under this paragraph, the Secretary shall use student, revenue, expenditure, and tax data from the third fiscal year preceding the fiscal year for which the local educational agency is applying for assistance under this paragraph.

(F) DETERMINATION OF AVERAGE TAX RATES FOR GENERAL FUND PURPOSES.—

(i) IN GENERAL.—Except as provided in clause (ii), for the purpose of determining the average tax rates for general fund purposes for local educational agen-

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cies in a State under this paragraph, the Secretary shall use either—

(I) the average tax rate for general fund purposes for comparable local educational agencies, as determined by the Secretary in regulations; or

(II) the average tax rate of all the local educational agencies in the State.

(ii) FISCAL YEARS 2010–2015.—

(I) IN GENERAL.—For fiscal years 2010 through 2015, any local educational agency that was found ineligible to receive a payment under subparagraph (A) because the Secretary determined that it failed to meet the average tax rate requirement for general fund purposes in subparagraph (B)(i)(II)(cc), shall be considered to have met that requirement, if its State determined, through an alternate calculation of average tax rates for general fund purposes, that such local educational agency met that requirement.

(II) SUBSEQUENT FISCAL YEARS AFTER 2015.—For any succeeding fiscal year after 2015, any local educational agency identified in subclause (I) may continue to have its State use that alternate methodology to calculate whether the average tax rate requirement for general fund purposes under subparagraph (B)(i)(II)(cc) is met.

(III) AVAILABILITY OF FUNDS.—Notwithstanding any other provision of law limiting the period during which the Secretary may obligate funds appropriated for any fiscal year after 2012, the Secretary shall reserve a total of $14,000,000 from funds that remain unobligated under this section from fiscal years 2015 or 2016 in order to make payments under this clause for fiscal years 2011 through 2014.

(G) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES AFFECTED BY PRIVATIZATION OF MILITARY HOUSING.—

(i) ELIGIBILITY.—For any fiscal year, a heavily impacted local educational agency that received a basic support payment under this paragraph for the prior fiscal year, but is ineligible for such payment for the current fiscal year under subparagraph (B) due to the conversion of military housing units to private housing described in clause (iii), or as the direct result of base realignment and closure or modularization as determined by the Secretary of Defense and force structure change or force relocation, shall be deemed to meet the eligibility requirements under subparagraph (B) for the period during which the housing units are undergoing such conversion or during such time as activities associated with base closure and realignment, modularization, force structure change, or force relocation are ongoing.

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(ii) AMOUNT OF PAYMENT.—The amount of a payment to a heavily impacted local educational agency for a fiscal year by reason of the application of clause (i), and calculated in accordance with subparagraph (C) or (D), as the case may be, shall be based on the number of children in average daily attendance in the schools of such agency for the fiscal year and under the same provisions of subparagraph (C) or (D) under which the agency was paid during the prior fiscal year.

(iii) CONVERSION OF MILITARY HOUSING UNITS TO PRIVATE HOUSING DESCRIBED.—For purposes of clause (i), "conversion of military housing units to private housing" means the conversion of military housing units to private housing units pursuant to subchapter IV of chapter 169 of title 10, United States Code, or pursuant to any other related provision of law.

(3) PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—

(A) IN GENERAL.—For any fiscal year in which the sums appropriated under section 7014(b) are insufficient to pay to each local educational agency the full amount computed under paragraphs (1) and (2), the Secretary shall make payments in accordance with this paragraph.

(B) LEARNING OPPORTUNITY THRESHOLD PAYMENTS IN LIEU OF PAYMENTS UNDER PARAGRAPH (1).—(i) For fiscal years described in subparagraph (A), the Secretary shall compute a learning opportunity threshold payment (hereafter in this title referred to as the "threshold payment") in lieu of basic support payments under paragraph (1) by multiplying the amount obtained under paragraph (1)(C) by the total percentage obtained by adding—

(I) the percentage of federally connected children for each local educational agency determined by calculating the fraction, the numerator of which is the total number of children described under subsection (a)(1) and the denominator of which is the total number of children in average daily attendance at the schools served by such agency; and

(II) the percentage that funds under paragraph (1)(C) represent of the total budget of the local educational agency, determined by calculating the fraction, the numerator of which is the total amount of funds calculated for each local educational agency under this paragraph, and the denominator of which is the total current expenditures for such agency in the second preceding fiscal year for which the determination is made.

(ii) Such total percentage used to calculate threshold payments under paragraph (1) shall not exceed 100.

(iii) In the case of a local educational agency providing a free public education to students enrolled in kindergarten through grade 12, that enrolls students described in subparagraphs (A), (B), and (D) of subsection (a)(1) only in

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grades 9 through 12, and that received a final payment for fiscal year 2009 calculated under section 7003(b)(3) (as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act) for students in grades 9 through 12, the Secretary shall, in calculating the agency's payment, consider only that portion of such agency's total enrollment of students in grades 9 through 12 when calculating the percentage under clause (i)(I) and only that portion of the total current expenditures attributed to the operation of grades 9 through 12 in such agency when calculating the percentage under clause (i)(II).

(iv) In the case of a local educational agency that has a total student enrollment of fewer than 1,000 students and that has a per-pupil expenditure that is less than the average per-pupil expenditure of the State in which the agency is located or less than the average per-pupil expenditure of all the States, the total percentage used to calculate threshold payments under clause (i) shall not be less than 40 percent.

(C) LEARNING OPPORTUNITY THRESHOLD PAYMENTS IN LIEU OF PAYMENTS UNDER PARAGRAPH (2).—For fiscal years described in subparagraph (A), the learning opportunity threshold payment in lieu of basic support payments under paragraph (2) shall be equal to the amount obtained under subparagraph (C) or (D) of paragraph (2), as the case may be.

(D) RATABLE DISTRIBUTION.—For fiscal years described in subparagraph (A), for which the sums available exceed the amount required to pay each local educational agency 100 percent of its threshold payment, the Secretary shall distribute the excess sums to each eligible local educational agency that has not received its full amount computed under paragraphs (1) or (2) (as the case may be) by multiplying—

(i) a percentage, the denominator of which is the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for all local educational agencies and the amount of the threshold payment (as calculated under subparagraphs (B) and (C)) of all local educational agencies, and the numerator of which is the aggregate of the excess sums, by

(ii) the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for the agency and the amount of the threshold payment (as calculated under subparagraphs (B) or (C)) of the agency, except that no local educational agency shall receive more than 100 percent of the maximum payment calculated under subparagraph (C) or (D) of paragraph (2).

(E) INSUFFICIENT PAYMENTS.—For each fiscal year described in subparagraph (A) for which the sums appropriated are insufficient to pay each local educational agency all of the local educational agency's threshold payment described in subparagraph (B), the Secretary shall ratably

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reduce the payment to each local educational agency under this paragraph.

(F) INCREASES.—

(i) INCREASES BASED ON INSUFFICIENT FUNDS.—If additional funds become available under 7014(b) for making payments under paragraphs (1) and (2) and those funds are not sufficient to increase each local educational agency's threshold payment above 100 percent of its threshold payment described in subparagraph (B), payments that were reduced under subparagraph (E) shall be increased by the Secretary on the same basis as such payments were reduced.

(ii) INCREASES BASED ON SUFFICIENT FUNDS.—If additional funds become available under section 7014(b) for making payments under paragraphs (1) and (2) and those funds are sufficient to increase each local educational agency's threshold payment above 100 percent of its threshold payment described in subparagraph (B), the payment for each local educational agency shall be 100 percent of its threshold payment. The Secretary shall then distribute the excess sums to each eligible local educational agency in accordance with subparagraph (D).

(G) PROVISION OF TAX RATE AND RESULTING PERCENTAGE.—As soon as practicable following the payment of funds under paragraph (2) to an eligible local educational agency, the Secretary shall provide the local educational agency with a description of—

(i) the tax rate of the local educational agency; and

(ii) the percentage such tax rate represents of the average tax rate for general fund purposes of comparable local educational agencies in the State as determined under subclauses (II)(cc), III(aa), or (V)(bb) of paragraph (2)(B)(i) (as the case may be).

(4) STATES WITH ONLY ONE LOCAL EDUCATIONAL AGENCY.—

(A) IN GENERAL.—In any of the 50 States of the United States in which there is only one local educational agency, the Secretary shall, for purposes of subparagraphs (B) and (C) of paragraph (1) or subparagraphs (B) and (C) of paragraph (2), as the case may be, paragraph (3) of this subsection, and subsection (e), consider each administrative school district in the State to be a separate local educational agency.

(B) COMPUTATION OF MAXIMUM AMOUNT OF BASIC SUPPORT PAYMENT AND THRESHOLD PAYMENT.—In computing the maximum payment amount under paragraph (1)(C) or subparagraph (C) or (D) of paragraph (2), as the case may be, and the learning opportunity threshold payment under subparagraph (B) or (C) of paragraph (3), as the case may be, for an administrative school district described in subparagraph (A)—

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(i) the Secretary shall first determine the maximum payment amount and the total current expenditures for the State as a whole; and

(ii) the Secretary shall then—

(I) proportionately allocate such maximum payment amount among the administrative school districts on the basis of the respective weighted student units of such districts; and

(II) proportionately allocate such total current expenditures among the administrative school districts on the basis of the respective number of students in average daily attendance at such districts.

(5) LOCAL EDUCATIONAL AGENCIES AFFECTED BY REMOVAL OF FEDERAL PROPERTY.—

(A) IN GENERAL.—In computing the amount of a basic support payment under this subsection for a fiscal year for a local educational agency described in subparagraph (B), the Secretary shall meet the additional requirements described in subparagraph (C).

(B) LOCAL EDUCATIONAL AGENCY DESCRIBED.—A local educational agency described in this subparagraph is a local educational agency with respect to which Federal property (i) located within the boundaries of the agency, and (ii) on which one or more children reside who are receiving a free public education at a school of the agency, is transferred by the Federal Government to another entity in any fiscal year beginning on or after the date of the enactment of the Impact Aid Reauthorization Act of 2000 so that the property is subject to taxation by the State or a political subdivision of the State.

(C) ADDITIONAL REQUIREMENTS.—The additional requirements described in this subparagraph are the following:

(i) For each fiscal year beginning after the date on which the Federal property is transferred, a child described in subparagraph (B) who continues to reside on such property and who continues to receive a free public education at a school of the agency shall be deemed to be a child who resides on Federal property for purposes of computing under the applicable subparagraph of subsection (a)(1) the amount that the agency is eligible to receive under this subsection.

(ii)(I) For the third fiscal year beginning after the date on which the Federal property is transferred, and for each fiscal year thereafter, the Secretary shall, after computing the amount that the agency is otherwise eligible to receive under this subsection for the fiscal year involved, deduct from such amount an amount equal to the revenue received by the agency for the immediately preceding fiscal year as a result of the taxable status of the former Federal property.

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(II) For purposes of determining the amount of revenue to be deducted in accordance with subclause (I), the local educational agency—

(aa) shall provide for a review and certification of such amount by an appropriate local tax authority; and

(bb) shall submit to the Secretary a report containing the amount certified under item (aa).

(c) PRIOR YEAR DATA.—

(1) IN GENERAL.—Except as provided in subsections (b)(1)(D), (b)(2), and paragraph (2), all calculations under this section shall be based on data for each local educational agency from not later than the fiscal year preceding the fiscal year for which the agency is making application for payment.

(2) EXCEPTION.—Calculation of payments for a local educational agency shall be based on data from the fiscal year for which the agency is making an application for payment if such agency—

(A) is newly established by a State, for the first year of operation of such agency only;

(B) was eligible to receive a payment under this section for the previous fiscal year and has had an overall increase in enrollment (as determined by the Secretary in consultation with the Secretary of Defense, the Secretary of the Interior, or the heads of other Federal agencies)—

(i)(I) of not less than 10 percent of children described in—

(aa) subparagraph (A), (B), (C), or (D) of subsection (a)(1); or

(bb) subparagraphs (F) and (G) of subsection (a)(1), but only to the extent that such children are civilian dependents of employees of the Department of Defense or the Department of the Interior; or

(II) of not less than 100 of such children; and

(ii) that is the direct result of closure or realignment of military installations under the base closure process or the relocation of members of the Armed Forces and civilian employees of the Department of Defense as part of the force structure changes or movements of units or personnel between military installations or because of actions initiated by the Secretary of the Interior or the head of another Federal agency; or

(C) was eligible to receive a payment under this section for the previous fiscal year and has had an increase in enrollment (as determined by the Secretary)—

(i) of not less than 10 percent of children described in subsection (a)(1) or not less than 100 of such children; and

(ii) that is the direct result of the closure of a local educational agency that received a payment under subsection (b)(1) or (b)(2) for the previous fiscal year.

(d) CHILDREN WITH DISABILITIES.—

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(1) IN GENERAL.—From the amount appropriated under section 7014(c) for a fiscal year, the Secretary shall pay to each eligible local educational agency, on a pro rata basis, the amounts determined by—

(A) multiplying the number of children described in subparagraphs (A)(ii), (B) and (C) of subsection (a)(1) who are eligible to receive services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) by a factor of 1.0; and

(B) multiplying the number of children described in subparagraph (D) of subsection (a)(1) who are eligible to receive services under such Act by a factor of 0.5.

(2) USE OF FUNDS.—A local educational agency that receives funds under paragraph (1) shall use such funds to provide a free appropriate public education to children described in paragraph (1) in accordance with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

(e) HOLD HARMLESS.—

(1) IN GENERAL.—In the case of any local educational agency eligible to receive a payment under subsection (b) whose calculated payment amount for a fiscal year is reduced by 20 percent, as compared to the amount received for the previous fiscal year, the Secretary shall pay the local educational agency, for the year of the reduction and the following 2 years, the amount determined under paragraph (2).

(2) AMOUNT OF REDUCTION.—Subject to paragraph (3), A local educational agency described in paragraph (1) shall receive—

(A) for the first year for which the reduced payment is determined, an amount that is not less than 90 percent of the total amount that the local educational agency received under subsection (b) for the previous fiscal year;

(B) for the second year following such reduction, an amount that is not less than 85 percent of the total amount that the local educational agency received under subparagraph (A); and

(C) for the third year following such reduction, an amount that is not less than 80 percent of the total amount that the local educational agency received under subparagraph (B).

(3) SPECIAL RULE.—For any fiscal year for which a local educational agency would receive a payment under subsection (b) in excess of the amount determined under paragraph (2), the payment received by the local educational agency for such fiscal year shall be calculated under paragraph (1) or (2) of subsection (b).

(4) RATABLE REDUCTIONS.—

(A) IN GENERAL.—If the sums made available under this title for any fiscal year are insufficient to pay the full amounts that all local educational agencies in all States are eligible to receive under paragraph (1) for such year, then the Secretary shall ratably reduce the payments to all such agencies for such year.

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(B) ADDITIONAL FUNDS.—If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

(f) OTHER FUNDS.—Notwithstanding any other provision of law, a local educational agency receiving funds under this section may also receive funds under section 386 of the National Defense Authorization Act for Fiscal Year 1993 or such section's successor authority.

SEC. 7004. [20 U.S.C. 7704] POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS.

(a) IN GENERAL.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under section 7003 shall establish policies and procedures to ensure that—

(1) such children participate in programs and activities supported by such funds on an equal basis with all other children;

(2) parents of such children and Indian tribes are afforded an opportunity to present their views on such programs and activities, including an opportunity to make recommendations on the needs of those children and how the local educational agency may help such children realize the benefits of such programs and activities;

(3) parents and Indian tribes are consulted and involved in planning and developing such programs and activities;

(4) relevant applications, evaluations, and program plans are disseminated to the parents and Indian tribes; and

(5) parents and Indian tribes are afforded an opportunity to present their views to such agency regarding such agency's general educational program.

(b) RECORDS.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under section 7003 shall maintain records demonstrating such agency's compliance with the requirements contained in subsection (a).

(c) WAIVER.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under section 7003 shall not be required to comply with the requirements of subsections (a) and (b) for any fiscal year with respect to any Indian tribe from which such agency has received a written statement that the agency need not comply with those subsections because the tribe is satisfied with the provision of educational services by such agency to such children.

(d) TECHNICAL ASSISTANCE AND ENFORCEMENT.—The Secretary shall—

(1) provide technical assistance to local educational agencies, parents, and Indian tribes to enable such agencies, parents, and tribes to carry out this section; and

(2) enforce this section through such actions, which may include the withholding of funds, as the Secretary determines to be appropriate, after affording the affected local educational agency, parents, and Indian tribe an opportunity to present their views.

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(e) COMPLAINTS.—

(1) IN GENERAL.—(A) Any tribe, or its designee, which has students in attendance at a local educational agency may, in its discretion and without regard to the requirements of any other provision of law, file a written complaint with the Secretary regarding any action of a local educational agency taken pursuant to, or relevant to, the requirements of this section.

(B) Within ten working days from receipt of a complaint, the Secretary shall—

(i) designate a time and place for a hearing into the matters relating to the complaint at a location in close proximity to the local educational agency involved, or if the Secretary determines there is good cause, at some other location convenient to both the tribe, or its designee, and the local educational agency;

(ii) designate a hearing examiner to conduct the hearing; and

(iii) notify the affected tribe or tribes and the local educational agency involved of the time, place, and nature of the hearing and send copies of the complaint to the local educational agency and the affected tribe or tribes.

(2) HEARING.—The hearing shall be held within 30 days of the designation of a hearing examiner and shall be open to the public. A record of the proceedings shall be established and maintained.

(3) EVIDENCE; RECOMMENDATIONS; COST.—The complaining tribe, or its designee, and the local educational agency shall be entitled to present evidence on matters relevant to the complaint and to make recommendations concerning the appropriate remedial actions. Each party to the hearing shall bear only its own costs in the proceedings.

(4) FINDINGS AND RECOMMENDATIONS.—Within 30 days of the completion of the hearing, the hearing examiner shall, on the basis of the record, make written findings of fact and recommendations concerning appropriate remedial action, if any, which should be taken. The hearing examiner's findings and recommendations, along with the hearing record, shall be forwarded to the Secretary.

(5) WRITTEN DETERMINATION.—Within 30 days of the Secretary's receipt of the findings, recommendations, and record, the Secretary shall, on the basis of the record, make a written determination of the appropriate remedial action, if any, to be taken by the local educational agency, the schedule for completion of the remedial action, and the reasons for the Secretary's decision.

(6) COPIES PROVIDED.—Upon completion of the Secretary's final determination, the Secretary shall provide the complaining tribe, or its designee, and the local educational agency with copies of the hearing record, the hearing examiner's findings and recommendations, and the Secretary's final determination. The final determination of the Secretary shall be subject to judicial review.

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(7) CONSOLIDATION.—In all actions under this subsection, the Secretary shall have discretion to consolidate complaints involving the same tribe or local educational agency.

(8) WITHHOLDING.—If the local educational agency rejects the determination of the Secretary, or if the remedy required is not undertaken within the time established and the Secretary determines that an extension of the time established will not effectively encourage the remedy required, the Secretary shall withhold payment of all moneys to which such local agency is eligible under section 7003 until such time as the remedy required is undertaken, except where the complaining tribe or its designee formally requests that such funds be released to the local educational agency, except that the Secretary may not withhold such moneys during the course of the school year if the Secretary determines that such withholding would substantially disrupt the educational programs of the local educational agency.

(9) REJECTION OF DETERMINATION.—If the local educational agency rejects the determination of the Secretary and a tribe exercises the option under section 1101(d) of the Education Amendments of 1978, to have education services provided either directly by the Bureau of Indian Education or by contract with the Bureau of Indian Education, any Indian students affiliated with that tribe who wish to remain in attendance at the local educational agency against whom the complaint which led to the tribal action under such subsection (d) was lodged may be counted with respect to that local educational agency for the purpose of receiving funds under section 7003. In such event, funds under such section shall not be withheld pursuant to paragraph (8) and no further complaints with respect to such students may be filed under paragraph (1).

(f) CONSTRUCTION.—This section is based upon the special relationship between the Indian nations and the United States and nothing in this section shall be construed to relieve any State of any duty with respect to any citizens of that State.

SEC. 7005. [20 U.S.C. 7705] APPLICATION FOR PAYMENTS UNDER SECTIONS 7002 AND 7003.

(a) IN GENERAL.—A local educational agency desiring to receive a payment under section 7002 or 7003 shall—

(1) submit an application for such payment to the Secretary; and

(2) provide a copy of such application to the State educational agency.

(b) CONTENTS.—Each such application shall be submitted in such form and manner as the Secretary may require, including—

(1) information to determine the eligibility of the local educational agency for a payment and the amount of such payment; and

(2) where applicable, an assurance that such agency is in compliance with section 7004 (relating to children residing on Indian lands).

(c) DEADLINE FOR SUBMISSION.—The Secretary shall establish deadlines for the submission of applications under this section.

(d) APPROVAL.—

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(1) IN GENERAL.—The Secretary shall approve an application submitted under this section that—

(A) except as provided in paragraph (2), is filed by the deadline established under subsection (c); and

(B) otherwise meets the requirements of this title.

(2) REDUCTION IN PAYMENT.—The Secretary shall approve an application filed not more than 60 days after a deadline established under subsection (c), or not more than 60 days after the date on which the Secretary sends written notice to the local educational agency pursuant to paragraph (3)(A), as the case may be, that otherwise meets the requirements of this title, except that, notwithstanding section 7003(e), the Secretary shall reduce the payment based on such late application by 10 percent of the amount that would otherwise be paid.

(3) LATE APPLICATIONS.—

(A) NOTICE.—The Secretary shall, as soon as practicable after the deadline established under subsection (c), provide to each local educational agency that applied for a payment under section 7002 or 7003 for the prior fiscal year, and with respect to which the Secretary has not received an application for a payment under either such section (as the case may be) for the fiscal year in question, written notice of the failure to comply with the deadline and instruction to ensure that the application is filed not later than 60 days after the date on which the Secretary sends the notice.

(B) ACCEPTANCE AND APPROVAL OF LATE APPLICATIONS.—The Secretary shall not accept or approve any application of a local educational agency that is filed more than 60 days after the date on which the Secretary sends written notice to the local educational agency pursuant to subparagraph (A).

(4) STATE APPLICATION AUTHORITY.—Notwithstanding any other provision of law, a State educational agency that had been accepted as an applicant for funds under section 3 of the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such section was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994) in fiscal year 1994 shall be permitted to continue as an applicant under the same conditions by which such agency made application during such fiscal year only if such State educational agency distributes all funds received for the students for which application is being made by such State educational agency to the local educational agencies providing educational services to such students.

SEC. 7007. [20 U.S.C. 7707] CONSTRUCTION.[10]

(a) CONSTRUCTION PAYMENTS AUTHORIZED.—

[10] Section 1810 of the Floyd D. Spence National Defense Authorization Act for Fiscal Year 2001 (H.R. 5408 as introduced in the 106th Congress and enacted by section 1 of Public Law 106–398; 114 Stat. 1654A–383) repealed section 8006 of the Elementary and Secondary Education Act of 1965. Title VIII of the Elementary and Secondary Education Act of 1965 was redesignated as title VII by Public Law 114-95 and remaining sections of title VII (as redesignated) were renumbered accordingly. So, the effect is that there is no section 7006 in current law.

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(1) IN GENERAL.—From 40 percent of the amount appropriated for each fiscal year under section 7014(d), the Secretary shall make payments in accordance with this subsection to each local educational agency that receives a basic support payment under section 7003(b) for that fiscal year.

(2) ADDITIONAL REQUIREMENTS.—A local educational agency that receives a basic support payment under section 7003(b)(1) shall also meet at least one of the following requirements:

(A) The number of children determined under section 7003(a)(1)(C) for the agency for the preceding school year constituted at least 50 percent of the total student enrollment in the schools of the agency during the preceding school year.

(B) The number of children determined under subparagraphs (B) and (D)(i) of section 7003(a)(1) for the agency for the preceding school year constituted at least 50 percent of the total student enrollment in the schools of the agency during the preceding school year.

(3) AMOUNT OF PAYMENTS.—

(A) LOCAL EDUCATIONAL AGENCIES IMPACTED BY MILITARY DEPENDENT CHILDREN.—The amount of a payment to each local educational agency described in this subsection that is impacted by military dependent children for a fiscal year shall be equal to—

(i)(I) 20 percent of the amount appropriated under section 7014(d) for such fiscal year; divided by

(II) the total number of weighted student units of children described in subparagraphs (B) and (D)(i) of section 7003(a)(1) for all local educational agencies described in this subsection (as calculated under section 7003(a)(2)), including the number of weighted student units of such children attending a school facility described in section 7008(a) if the Secretary does not provide assistance for the school facility under that section for the prior fiscal year; multiplied by

(ii) the total number of such weighted student units for the agency.

(B) LOCAL EDUCATIONAL AGENCIES IMPACTED BY CHILDREN WHO RESIDE ON INDIAN LANDS.—The amount of a payment to each local educational agency described in this subsection that is impacted by children who reside on Indian lands for a fiscal year shall be equal to—

(i)(I) 20 percent of the amount appropriated under section 7014(d) for such fiscal year; divided by

(II) the total number of weighted student units of children described in section 7003(a)(1)(C) for all local educational agencies described in this subsection (as calculated under section 7003(a)(2)); multiplied by

(ii) the total number of such weighted student units for the agency.

(4) USE OF FUNDS.—Any local educational agency that receives funds under this subsection shall use such funds for construction, as defined in section 7013(3).

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(b) SCHOOL FACILITY EMERGENCY AND MODERNIZATION GRANTS AUTHORIZED.—

(1) IN GENERAL.—From 60 percent of the amount appropriated for each fiscal year under section 7014(d), the Secretary—

(A) shall award emergency grants in accordance with this subsection to eligible local educational agencies to enable the agencies to carry out emergency repairs of school facilities; and

(B) shall award modernization grants in accordance with this subsection to eligible local educational agencies to enable the agencies to carry out the modernization of school facilities.

(2) PRIORITY.—In approving applications from local educational agencies for emergency grants and modernization grants under this subsection, the Secretary shall give priority to applications in accordance with the following:

(A) The Secretary shall first give priority to applications for emergency grants from local educational agencies that meet the requirements of paragraph (3)(A) and, among such applications for emergency grants, shall give priority to those applications of local educational agencies based on the severity of the emergency, as determined by the Secretary.

(B) The Secretary shall next give priority to applications for emergency grants from local educational agencies that meet the requirements of subparagraph (C) or (D) of paragraph (3) and, among such applications for emergency grants, shall give priority to those applications of local educational agencies based on the severity of the emergency, as determined by the Secretary.

(C) The Secretary shall next give priority to applications for modernization grants from local educational agencies that meet the requirements of paragraph (3)(B) and, among such applications for modernization grants, shall give priority to those applications of local educational agencies based on the severity of the need for modernization, as determined by the Secretary.

(D) The Secretary shall next give priority to applications for modernization grants from local educational agencies that meet the requirements of subparagraph (C) or (D) of paragraph (3) and, among such applications for modernization grants, shall give priority to those applications of local educational agencies based on the severity of the need for modernization, as determined by the Secretary.

(3) ELIGIBILITY REQUIREMENTS.—

(A) EMERGENCY GRANTS.—A local educational agency is eligible to receive an emergency grant under paragraph (2)(A) if—

(i) the agency (or in the case of a local educational agency that does not have the authority to tax or issue bonds, the agency's fiscal agent)—

(I) has no practical capacity to issue bonds;

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(II) has minimal capacity to issue bonds and is at not less than 75 percent of the agency's limit of bonded indebtedness; or

(III) does not meet the requirements of subclauses (I) and (II) but is eligible to receive funds under section 7003(b)(2) for the fiscal year; and

(ii) the agency is eligible to receive assistance under subsection (a) for the fiscal year and has a school facility emergency, as determined by the Secretary, that poses a health or safety hazard to the students and school personnel assigned to the school facility.

(B) MODERNIZATION GRANTS.—A local educational agency is eligible to receive a modernization grant under paragraph (2)(C) if—

(i) the agency is eligible to receive assistance under this title for the fiscal year;

(ii) the agency (or in the case of a local educational agency that does not have the authority to tax or issue bonds, the agency's fiscal agent) meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i); and

(iii) the agency has facility needs resulting from the presence of the Federal Government, such as the enrollment of federally connected children, the presence of tax-exempt Federal property, or an increase in enrollment due to the expansion of Federal activities, housing privatization, or the acquisition of Federal property.

(C) ADDITIONAL ELIGIBILITY FOR EMERGENCY AND MODERNIZATION GRANTS.—(i) A local educational agency is eligible to receive an emergency grant or a modernization grant under subparagraph (B) or (D) of paragraph (2), respectively, if the agency meets the following requirements:

(I) The agency receives a basic support payment under section 7003(b) for the fiscal year and the agency meets at least one of the following requirements:

(aa) The number of children determined under section 7003(a)(1)(C) for the agency for the preceding school year constituted at least 40 percent of the total student enrollment in the schools of the agency during the preceding school year.

(bb) The number of children determined under subparagraphs (B) and (D)(i) of section 7003(a)(1) for the agency for the preceding school year constituted at least 40 percent of the total student enrollment in the schools of the agency during the preceding school year.

(cc) Not less than 10 percent of the property acreage in the agency is exempt from State and local taxation under Federal law.

(II) The agency (or in the case of a local educational agency that does not have the authority to tax or issue bonds, the agency's fiscal agent) is at not less

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than 75 percent of the agency's limit of bonded indebtedness.

(III) The agency has an assessed value of real property per student that may be taxed for school purposes that is less than the average of the assessed value of real property per student that may be taxed for school purposes in the State in which the local educational agency is located.

(ii) A local educational agency is also eligible to receive a modernization grant under this subparagraph if the agency is eligible to receive assistance under section 7002 for the fiscal year and meets the requirements of subclauses (II) and (III) of clause (i).

(D) SPECIAL RULE.—

(i) IN GENERAL.—Any school described in clause (ii) that desires to receive an emergency grant or a modernization grant under subparagraph (B) or (D) of paragraph (2), respectively, shall, except as provided in the following sentence, submit an application in accordance with paragraph (6), and shall otherwise be treated as a local educational agency for the purpose of this subsection. The school shall submit an application for the grant to the local educational agency of such school and the agency shall submit the application on behalf of the school to the Secretary.

(ii) SCHOOL DESCRIBED.—A school described in this clause is a school that meets the following requirements:

(I) The school is located within the geographic boundaries of a local educational agency that does not meet the applicable eligibility requirements under subparagraph (A), (B), or (C) for a grant under this subsection.

(II) The school meets at least one of the following requirements:

(aa) The number of children determined under section 7003(a)(1)(C) for the school for the preceding school year constituted at least 40 percent of the total student enrollment in the school during the preceding school year.

(bb) The number of children determined under subparagraphs (B) and (D)(i) of section 7003(a)(1) for the school for the preceding school year constituted at least 40 percent of the total student enrollment in the school during the preceding school year.

(III) The school is located within the geographic boundaries of a local educational agency that meets the requirements of subclauses (II) and (III) of subparagraph (C)(i).

(E) RULE OF CONSTRUCTION.—For purposes of subparagraph (A)(i), a local educational agency—

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(i) has no practical capacity to issue bonds if the total assessed value of real property that may be taxed for school purposes is less than $25,000,000; and

(ii) has minimal capacity to issue bonds if the total assessed value of real property that may be taxed for school purposes is at least $25,000,000 but not more than $50,000,000.

(4) AWARD CRITERIA.—In awarding emergency grants and modernization grants under this subsection, the Secretary shall consider the following factors:

(A) The ability of the local educational agency to respond to the emergency, or to pay for the modernization project, as the case may be, as measured by—

(i) the agency's level of bonded indebtedness;

(ii) the assessed value of real property per student that may be taxed for school purposes compared to the average of the assessed value of real property per student that may be taxed for school purposes in the State in which the agency is located;

(iii) the agency's total tax rate for school purposes (or, if applicable, for capital expenditures) compared to the average total tax rate for school purposes (or the average capital expenditure tax rate, if applicable) in the State in which the agency is located; and

(iv) funds that are available to the agency, from any other source, including subsection (a), that may be used for capital expenditures.

(B) The percentage of property in the agency that is nontaxable due to the presence of the Federal Government.

(C) The number and percentages of children described in subparagraphs (A), (B), (C), and (D) of section 7003(a)(1) served in the school facility with the emergency or served in the school facility proposed for modernization, as the case may be.

(D) In the case of an emergency grant, the severity of the emergency, as measured by the threat that the condition of the school facility poses to the health, safety, and well-being of students.

(E) In the case of a modernization grant—

(i) the severity of the need for modernization, as measured by such factors as—

(I) overcrowding, as evidenced by the use of portable classrooms, or the potential for future overcrowding because of increased enrollment; or

(II) the agency's inability to utilize technology or offer a curriculum in accordance with contemporary State standards due to the physical limitations of the current school facility; and

(ii) the age of the school facility proposed for modernization.

(5) OTHER AWARD PROVISIONS.—

(A) GENERAL PROVISIONS.—

(i) LIMITATIONS ON AMOUNT OF FUNDS.—

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(I) IN GENERAL.—The amount of funds provided under an emergency grant or a modernization grant awarded under this subsection to a local educational agency that meets the requirements of subclause (II) or (III) of paragraph (3)(A)(i) for purposes of eligibility under subparagraph (A) or (B) of paragraph (3) or that meets the requirements of clause (i) or (ii) of paragraph (3)(C) for purposes of eligibility under such paragraph (3)(C), or to a school that is eligible under paragraph (3)(D)—

(aa) shall not exceed 50 percent of the total cost of the project to be assisted under this subsection; and

(bb) shall not exceed $4,000,000 during any 4-year period.

(II) IN-KIND CONTRIBUTIONS.—A local educational agency may use in-kind contributions to meet the matching requirement of subclause (I)(aa).

(ii) PROHIBITIONS ON USE OF FUNDS.—A local educational agency may not use funds provided under an emergency grant or modernization grant awarded under this subsection for—

(I) a project for a school facility for which the agency does not have full title or other interest;

(II) stadiums or other school facilities that are primarily used for athletic contests, exhibitions, or other events for which admission is charged to the general public; or

(III) the acquisition of real property.

(iii) SUPPLEMENT, NOT SUPPLANT.—A local educational agency shall use funds provided under an emergency grant or modernization grant awarded under this subsection only to supplement the amount of funds that would, in the absence of the Federal funds provided under the grant, be made available from non-Federal sources to carry out emergency repairs of school facilities or to carry out the modernization of school facilities, as the case may be, and not to supplant such funds.

(iv) MAINTENANCE COSTS.—Nothing in this subsection shall be construed to authorize the payment of maintenance costs in connection with any school facility modernized in whole or in part with Federal funds provided under this subsection.

(v) ENVIRONMENTAL SAFEGUARDS.—All projects carried out with Federal funds provided under this subsection shall comply with all relevant Federal, State, and local environmental laws and regulations.

(vi) CARRY-OVER OF CERTAIN APPLICATIONS.—A local educational agency that applies for an emergency grant or a modernization grant under this subsection for a fiscal year and does not receive the grant for the

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fiscal year shall have the application for the grant considered for the following fiscal year, subject to the priority requirements of paragraph (2) and the award criteria requirements of paragraph (4).

(B) EMERGENCY GRANTS; PROHIBITION ON USE OF FUNDS.—A local educational agency that is awarded an emergency grant under this subsection may not use amounts under the grant for the complete or partial replacement of an existing school facility unless such replacement is less expensive or more cost-effective than correcting the identified emergency.

(6) APPLICATION.—A local educational agency that desires to receive an emergency grant or a modernization grant under this subsection shall submit an application to the Secretary at such time and in such manner as the Secretary may require. Each application shall contain the following:

(A) A description of how the local educational agency meets the award criteria under paragraph (4), including the information described in clauses (i) through (iv) of paragraph (4)(A) and subparagraphs (B) and (C) of paragraph (4), and containing such additional information as may be necessary to meet any award criteria for a grant under this subsection as provided by any other Act.

(B) In the case of an application for an emergency grant—

(i) a description of the school facility deficiency that poses a health or safety hazard to the occupants of the facility and a description of how the deficiency will be repaired; and

(ii) a signed statement from an appropriate local official certifying that a deficiency in the school facility threatens the health or safety of the occupants of the facility or that prevents the use of all or a portion of the building.

(C) In the case of an application for a modernization grant—

(i) an explanation of the need for the school facility modernization project;

(ii) the date on which original construction of the facility to be modernized was completed;

(iii) a listing of the school facilities to be modernized, including the number and percentage of children determined under section 7003(a)(1) in average daily attendance in each school facility; and

(iv) a description of the ownership of the property on which the current school facility is located or on which the planned school facility will be located.

(D) A description of the project for which a grant under this subsection will be used, including a cost estimate for the project.

(E) A description of the interest in, or authority over, the school facility involved, such as an ownership interest or a lease arrangement.

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SEC. 7008. [20 U.S.C. 7708] FACILITIES.

(a) CURRENT FACILITIES.—From the amount appropriated for any fiscal year under section 7014(e), the Secretary may continue to provide assistance for school facilities that were supported by the Secretary under section 10 of the Act of September 23, 1950 (Public Law 815, 81st Congress) (as such Act was in effect on the day preceding the date of the enactment of the Improving America's Schools Act of 1994).

(b) TRANSFER OF FACILITIES.—

(1) IN GENERAL.—The Secretary shall, as soon as practicable, transfer to the appropriate local educational agency or another appropriate entity all the right, title, and interest of the United States in and to each facility provided under section 10 of the Act of September 23, 1950 (Public Law 815, 81st Congress), or under section 204 or 310 of the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such Acts were in effect on January 1, 1958).

(2) OTHER REQUIREMENTS.—Any such transfer shall be without charge to such agency or entity, and prior to such transfer, the transfer shall be consented to by the local educational agency or other appropriate entity, and may be made on such terms and conditions as the Secretary deems appropriate to carry out the purposes of this title.

SEC. 7009. [20 U.S.C. 7709] STATE CONSIDERATION OF PAYMENTS IN PROVIDING STATE AID.

(a) GENERAL PROHIBITION.—Except as provided in subsection (b), a State may not—

(1) consider payments under this title in determining for any fiscal year—

(A) the eligibility of a local educational agency for State aid for free public education; or

(B) the amount of such aid; or

(2) make such aid available to local educational agencies in a manner that results in less State aid to any local educational agency that is eligible for such payment than such agency would receive if such agency were not so eligible.

(b) STATE EQUALIZATION PLANS.—

(1) IN GENERAL.—A State may reduce State aid to a local educational agency that receives a payment under section 7002 or 7003(b) (except the amount calculated in excess of 1.0 under section 7003(a)(2)(B) and, with respect to a local educational agency that receives a payment under section 7003(b)(2), the amount in excess of the amount that the agency would receive if the agency were deemed to be an agency eligible to receive a payment under section 7003(b)(1) and not section 7003(b)(2)) for any fiscal year if the Secretary determines, and certifies under subsection (c)(3)(A), that the State has in effect a program of State aid that equalizes expenditures for free public education among local educational agencies in the State.

(2) COMPUTATION.—

(A) IN GENERAL.—For purposes of paragraph (1), a program of State aid equalizes expenditures among local educational agencies if, in the second fiscal year preceding the fiscal year for which the determination is made, the

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amount of per-pupil expenditures made by, or per-pupil revenues available to, the local educational agency in the State with the highest such per-pupil expenditures or revenues did not exceed the amount of such per-pupil expenditures made by, or per-pupil revenues available to, the local educational agency in the State with the lowest such expenditures or revenues by more than 25 percent.

(B) OTHER FACTORS.—In making a determination under this subsection, the Secretary shall—

(i) disregard local educational agencies with per-pupil expenditures or revenues above the 95th percentile or below the 5th percentile of such expenditures or revenues in the State; and

(ii) take into account the extent to which a program of State aid reflects the additional cost of providing free public education in particular types of local educational agencies, such as those that are geographically isolated, or to particular types of students, such as children with disabilities.

(3) EXCEPTION.—Notwithstanding paragraph (2), if the Secretary determines that the State has substantially revised its program of State aid, the Secretary may certify such program for any fiscal year only if—

(A) the Secretary determines, on the basis of projected data, that the State's program will meet the disparity standard described in paragraph (2) for the fiscal year for which the determination is made; and

(B) the State provides an assurance to the Secretary that, if final data do not demonstrate that the State's program met such standard for the fiscal year for which the determination is made, the State will pay to each affected local educational agency the amount by which the State reduced State aid to the local educational agency.

(c) PROCEDURES FOR REVIEW OF STATE EQUALIZATION PLANS.—

(1) WRITTEN NOTICE.—

(A) IN GENERAL.—Any State that wishes to consider payments described in subsection (b)(1) in providing State aid to local educational agencies shall submit to the Secretary, not later than 120 days before the beginning of the State's fiscal year, a written notice of such State's intention to do so.

(B) CONTENTS.—Such notice shall be in the form that the Secretary requires, including evidence that the State has notified each local educational agency in the State of such State's intention to consider such payments in providing State aid.

(2) OPPORTUNITY TO PRESENT VIEWS.—Before making a determination under subsection (b), the Secretary shall afford the State, and local educational agencies in the State, an opportunity to present their views.

(3) QUALIFICATION PROCEDURES.—If the Secretary determines that a program of State aid qualifies under subsection (b), the Secretary shall—

(A) certify the program and so notify the State; and

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(B) afford an opportunity for a hearing, in accordance with section 7011(a), to any local educational agency adversely affected by such certification.

(4) NON-QUALIFICATION PROCEDURES.—If the Secretary determines that a program of State aid does not qualify under subsection (b), the Secretary shall—

(A) so notify the State; and

(B) afford an opportunity for a hearing, in accordance with section 7011(a), to the State, and to any local educational agency adversely affected by such determination.

(d) TREATMENT OF STATE AID.—

(1) IN GENERAL.—If a State has in effect a program of State aid for free public education for any fiscal year, which is designed to equalize expenditures for free public education among the local educational agencies of that State, payments under this title for any fiscal year may be taken into consideration by such State in determining the relative—

(A) financial resources available to local educational agencies in that State; and

(B) financial need of such agencies for the provision of free public education for children served by such agency, except that a State may consider as local resources funds received under this title only in proportion to the share that local tax revenues covered under a State equalization program are of total local tax revenues.

(2) PROHIBITION.—A State may not take into consideration payments under this title before such State's program of State aid has been certified by the Secretary under subsection (c)(3).

(e) REMEDIES FOR STATE VIOLATIONS.—

(1) IN GENERAL.—The Secretary or any aggrieved local educational agency may, not earlier than 150 days after an adverse determination by the Secretary against a State for violation of subsections (a) or (d)(2) or for failure to carry out an assurance under subsection (b)(3)(B), and if an administrative proceeding has not been concluded within such time, bring an action in a United States district court against such State for such violations or failure.

(2) IMMUNITY.—A State shall not be immune under the 11th amendment to the Constitution of the United States from an action described in paragraph (1).

(3) RELIEF.—The court shall grant such relief as the court determines is appropriate.

SEC. 7010. [20 U.S.C. 7710] FEDERAL ADMINISTRATION.

(a) PAYMENTS IN WHOLE DOLLAR AMOUNTS.—The Secretary shall round any payments under this title to the nearest whole dollar amount.

(b) OTHER AGENCIES.—Each Federal agency administering Federal property on which children reside, and each agency principally responsible for an activity that may occasion assistance under this title, shall, to the maximum extent practicable, comply with requests of the Secretary for information the Secretary may require to carry out this title.

(c) SPECIAL RULES.—

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(1) CERTAIN CHILDREN ELIGIBLE UNDER SUBPARAGRAPHS (A) AND (G)(ii) OF SECTION 7003(a)(1).—(A) The Secretary shall treat as eligible under subparagraph (A) of section 7003(a)(1) any child who would be eligible under such subparagraph except that the Federal property on which the child resides or on which the child's parent is employed is not in the same State in which the child attends school, if such child meets the requirements of paragraph (2).

(B) The Secretary shall treat as eligible under subparagraph (G) of section 7003(a)(1) any child who would be eligible under such subparagraph except that such child does not meet the requirements of clause (ii) of such subparagraph, if such child meets the requirements of paragraph (2).

(2) REQUIREMENTS.—A child meets the requirements of this paragraph if—

(A) such child resides—

(i) in a State adjacent to the State in which the local educational agency serving the school such child attends is located; or

(ii) with a parent employed on Federal property in a State adjacent to the State in which such agency is located;

(B) the schools of such agency are within a more reasonable commuting distance of such child's home than the schools of the local educational agency that serves the school attendance area where such child resides;

(C) attending the schools of the local educational agency that serves the school attendance area where such child resides will impose a substantial hardship on such child;

(D) the State in which such child attends school provides funds for the education of such child on the same basis as all other public school children in the State, unless otherwise permitted under section 7009(b) of this title; and

(E) such agency received a payment for fiscal year 1999 under section 7003(b) on behalf of children described in paragraph (1).

(d) TIMELY PAYMENTS.—

(1) IN GENERAL.—Subject to paragraph (2), the Secretary shall pay a local educational agency the full amount that the agency is eligible to receive under this title for a fiscal year not later than September 30 of the second fiscal year following the fiscal year for which such amount has been appropriated if, not later than 1 calendar year following the fiscal year in which such amount has been appropriated, such local educational agency submits to the Secretary all the data and information necessary for the Secretary to pay the full amount that the agency is eligible to receive under this title for such fiscal year.

(2) PAYMENTS WITH RESPECT OF FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—For a fiscal year in which the amount appropriated under section 7014 is insufficient to pay the full amount a local educational agency is eligible to receive under this title, paragraph (1) shall be applied

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by substituting "is available to pay the agency" for "the agency is eligible to receive" each place the term appears.

SEC. 7011. [20 U.S.C. 7711] ADMINISTRATIVE HEARINGS AND JUDICIAL REVIEW.

(a) ADMINISTRATIVE HEARINGS.—A local educational agency and a State that is adversely affected by any action of the Secretary under this title shall be entitled to a hearing on such action in the same manner as if such agency were a person under chapter 5 of title 5, United States Code if the local educational agency or State, as the case may be, submits to the Secretary a request for the hearing not later than 60 days after the date of the action of the Secretary under this title.

(b) JUDICIAL REVIEW OF SECRETARIAL ACTION.—

(1) IN GENERAL.—A local educational agency or a State aggrieved by the Secretary's final decision following an agency proceeding under subsection (a) may, within 30 working days (as determined by the local educational agency or State) after receiving notice of such decision, file with the United States court of appeals for the circuit in which such agency or State is located a petition for review of that action. The clerk of the court shall promptly transmit a copy of the petition to the Secretary. The Secretary shall then file in the court the record of the proceedings on which the Secretary's action was based, as provided in section 2112 of title 28, United States Code.

(2) FINDINGS OF FACT.—The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Secretary to take further evidence. The Secretary may thereupon make new or modified findings of fact and may modify the Secretary's previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(3) REVIEW.—The court shall have exclusive jurisdiction to affirm the action of the Secretary or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

SEC. 7012. [20 U.S.C. 7712] FORGIVENESS OF OVERPAYMENTS.

Notwithstanding any other provision of law, the Secretary may forgive the obligation of a local educational agency to repay, in whole or in part, the amount of any overpayment received under this title, or under this title's predecessor authorities, if the Secretary determines that the overpayment was made as a result of an error made by—

(1) the Secretary; or

(2) the local educational agency and repayment of the full amount of the overpayment will result in an undue financial hardship on the agency and seriously harm the agency's educational program.

SEC. 7013. [20 U.S.C. 7713] DEFINITIONS.

For purposes of this title:

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(1) ARMED FORCES.—The term "Armed Forces" means the Army, Navy, Air Force, Marine Corps, and Coast Guard.

(2) AVERAGE PER-PUPIL EXPENDITURE.—The term "average per-pupil expenditure" means—

(A) the aggregate current expenditures of all local educational agencies in the State; divided by

(B) the total number of children in average daily attendance for whom such agencies provided free public education.

(3) CONSTRUCTION.—The term "construction" means—

(A) the preparation of drawings and specifications for school facilities;

(B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities;

(C) inspecting and supervising the construction of school facilities; and

(D) debt service for such activities.

(4) CURRENT EXPENDITURES.—The term "current expenditures" means expenditures for free public education, including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but does not include expenditures for community services, capital outlay, and debt service, or any expenditures made from funds awarded under part A of title I. The determination of whether an expenditure for the replacement of equipment is considered a current expenditure or a capital outlay shall be determined in accordance with generally accepted accounting principles as determined by the State.

(5) FEDERAL PROPERTY.—

(A) IN GENERAL.—Except as provided in subparagraphs (B) through (F), the term "Federal property" means real property that is not subject to taxation by any State or any political subdivision of a State due to Federal agreement, law, or policy, and that is—

(i) owned by the United States or leased by the United States from another entity;

(ii)(I) held in trust by the United States for individual Indians or Indian tribes;

(II) held by individual Indians or Indian tribes subject to restrictions on alienation imposed by the United States;

(III) conveyed at any time under the Alaska Native Claims Settlement Act to a Native individual, Native group, or village or regional corporation (including single family occupancy properties that may have been subsequently sold or leased to a third party), except that property that is conveyed under such Act—

(aa) that is not taxed is, for the purposes of this paragraph, considered tax-exempt due to Federal law; and

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(bb) is considered Federal property for the purpose of this paragraph if the property is located within a Regional Educational Attendance Area that has no taxing power;

(IV) public land owned by the United States that is designated for the sole use and benefit of individual Indians or Indian tribes; or

(V) used for low-rent housing, as described in paragraph (10), that is located on land described in subclause (I), (II), (III), or (IV) of this clause or on land that met one of those descriptions immediately before such property's use for such housing;

(iii)(I) part of a low-rent housing project assisted under the United States Housing Act of 1937;

(II) used to provide housing for homeless children at closed military installations pursuant to section 501 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11411); or

(III) used for affordable housing assisted under the Native American Housing Assistance and Self-Determination Act of 1996 (25 U.S.C. 4101 et seq.); or

(iv) owned by a foreign government or by an international organization.

(B) SCHOOLS PROVIDING FLIGHT TRAINING TO MEMBERS OF AIR FORCE.—The term "Federal property" includes, so long as not subject to taxation by any State or any political subdivision of a State, and whether or not that tax exemption is due to Federal agreement, law, or policy, any school providing flight training to members of the Air Force under contract with the Air Force at an airport owned by a State or political subdivision of a State.

(C) NON-FEDERAL EASEMENTS, LEASES, LICENSES, PERMITS, IMPROVEMENTS, AND CERTAIN OTHER REAL PROPERTY.—The term "Federal property" includes, whether or not subject to taxation by a State or a political subdivision of a State—

(i) any non-Federal easement, lease, license, permit, or other such interest in Federal property as otherwise described in this paragraph, but not including any non-Federal fee-simple interest;

(ii) any improvement on Federal property as otherwise described in this paragraph; and

(iii) real property that, immediately before its sale or transfer to a non-Federal party, was owned by the United States and otherwise qualified as Federal property described in this paragraph, but only for one year beyond the end of the fiscal year of such sale or transfer.

(D) CERTAIN POSTAL SERVICE PROPERTY AND PIPELINES AND UTILITY LINES.—Notwithstanding any other provision of this paragraph, the term "Federal property" does not include—

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(i) any real property under the jurisdiction of the United States Postal Service that is used primarily for the provision of postal services; or

(ii) pipelines and utility lines.

(E) PROPERTY WITH RESPECT TO WHICH STATE OR LOCAL TAX REVENUES MAY NOT BE EXPENDED, ALLOCATED, OR AVAILABLE FOR FREE PUBLIC EDUCATION.—Notwithstanding any other provision of this paragraph, "Federal property" does not include any property on which children reside that is otherwise described in this paragraph if—

(i) no tax revenues of the State or of any political subdivision of the State may be expended for the free public education of children who reside on that Federal property; or

(ii) no tax revenues of the State are allocated or available for the free public education of such children.

(F) PROPERTY LOCATED IN THE STATE OF OKLAHOMA OWNED BY INDIAN HOUSING AUTHORITY FOR LOW-INCOME HOUSING.—The term "Federal property" includes any real property located in the State of Oklahoma that—

(i) is owned by an Indian housing authority and used for low-income housing (including housing assisted under or authorized by the Native American Housing Assistance and Self-Determination Act of 1996); and

(ii) at any time—

(I) was designated by treaty as tribal land; or

(II) satisfied the definition of Federal property under section 403(1)(A) of the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such Act was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994).

(6) FREE PUBLIC EDUCATION.—The term "free public education" means education that is provided—

(A) at public expense, under public supervision and direction, and without tuition charge; and

(B) as elementary or secondary education, as determined under State law, except that, notwithstanding State law, such term—

(i) includes preschool education; and

(ii) does not include any education provided beyond grade 12.

(7) INDIAN LANDS.—The term "Indian lands" means any Federal property described in paragraph (5)(A)(ii) or (5)(F).

(8) LOCAL CONTRIBUTION PERCENTAGE.—

(A) IN GENERAL.—The term "local contribution percentage" means the percentage of current expenditures in the State derived from local and intermediate sources, as reported to and verified by the National Center for Education Statistics.

(B) HAWAII AND DISTRICT OF COLUMBIA.—Notwithstanding subparagraph (A), the local contribution percentage for Hawaii and for the District of Columbia shall be

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the average local contribution percentage for the 50 States and the District of Columbia.

(9) LOCAL EDUCATIONAL AGENCY.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the term "local educational agency"—

(i) means a board of education or other legally constituted local school authority having administrative control and direction of free public education in a county, township, independent school district, or other school district; and

(ii) includes any State agency that directly operates and maintains facilities for providing free public education.

(B) EXCEPTION.—The term "local educational agency" does not include any agency or school authority that the Secretary determines on a case-by-case basis—

(i) was constituted or reconstituted primarily for the purpose of receiving assistance under this title or the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such Act was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994) or increasing the amount of such assistance; or

(ii) is not constituted or reconstituted for legitimate educational purposes.

(10) LOW-RENT HOUSING.—The term "low-rent housing" means housing located on property that is described in paragraph (5)(A)(iii).

(11) MODERNIZATION.—The term "modernization" means repair, renovation, alteration, or construction, including—

(A) the concurrent installation of equipment; and

(B) the complete or partial replacement of an existing school facility, but only if such replacement is less expensive and more cost-effective than repair, renovation, or alteration of the school facility.

(12) REVENUE DERIVED FROM LOCAL SOURCES.—The term "revenue derived from local sources" means—

(A) revenue produced within the boundaries of a local educational agency and available to such agency for such agency's use; or

(B) funds collected by another governmental unit, but distributed back to a local educational agency in the same proportion as such funds were collected as a local revenue source.

(13) SCHOOL FACILITIES.—The term "school facilities" includes—

(A) classrooms and related facilities; and

(B) equipment, machinery, and utilities necessary or appropriate for school purposes.

SEC. 7014. [20 U.S.C. 7714] AUTHORIZATION OF APPROPRIATIONS.

(a) PAYMENTS FOR FEDERAL ACQUISITION OF REAL PROPERTY.—For the purpose of making payments under section 7002, there are

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authorized to be appropriated $66,813,000 for each of fiscal years 2017 through 2019, and $71,997,917 for fiscal year 2020.

(b) BASIC PAYMENTS; PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—For the purpose of making payments under section 7003(b), there are authorized to be appropriated $1,151,233,000 for each of fiscal years 2017 through 2019, and $1,240,572,618 for fiscal year 2020.

(c) PAYMENTS FOR CHILDREN WITH DISABILITIES.—For the purpose of making payments under section 7003(d), there are authorized to be appropriated $48,316,000 for each of fiscal years 2017 through 2019, and $52,065,487 for fiscal year 2020.

(d) CONSTRUCTION.—For the purpose of carrying out section 7007, there are authorized to be appropriated $17,406,000 for each of fiscal years 2017 through 2019, and $18,756,765 for fiscal year 2020.

(e) FACILITIES MAINTENANCE.—For the purpose of carrying out section 7008, there are authorized to be appropriated $4,835,000 for each of fiscal years 2017 through 2019, and $5,210,213 for fiscal year 2020.

TITLE VIII—GENERAL PROVISIONS

PART A—DEFINITIONS

SEC. 8101. [20 U.S.C. 7801] DEFINITIONS.

Except as otherwise provided, in this Act:

(1) AVERAGE DAILY ATTENDANCE.—

(A) IN GENERAL.—Except as provided otherwise by State law or this paragraph, the term "average daily attendance" means—

(i) the aggregate number of days of attendance of all students during a school year; divided by

(ii) the number of days school is in session during that year.

(B) CONVERSION.—The Secretary shall permit the conversion of average daily membership (or other similar data) to average daily attendance for local educational agencies in States that provide State aid to local educational agencies on the basis of average daily membership (or other similar data).

(C) SPECIAL RULE.—If the local educational agency in which a child resides makes a tuition or other payment for the free public education of the child in a school located in another school district, the Secretary shall, for the purpose of this Act—

(i) consider the child to be in attendance at a school of the agency making the payment; and

(ii) not consider the child to be in attendance at a school of the agency receiving the payment.

(D) CHILDREN WITH DISABILITIES.—If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section

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602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.

(2) AVERAGE PER-PUPIL EXPENDITURE.—The term "average per-pupil expenditure" means, in the case of a State or of the United States—

(A) without regard to the source of funds—

(i) the aggregate current expenditures, during the third fiscal year preceding the fiscal year for which the determination is made (or, if satisfactory data for that year are not available, during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the State or, in the case of the United States, for all States (which, for the purpose of this paragraph, means the 50 States and the District of Columbia); plus

(ii) any direct current expenditures by the State for the operation of those agencies; divided by

(B) the aggregate number of children in average daily attendance to whom those agencies provided free public education during that preceding year.

(3) CHILD.—The term "child" means any person within the age limits for which the State provides free public education.

(4) CHILD WITH A DISABILITY.—The term "child with a disability" has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

(5) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a public or private nonprofit organization of demonstrated effectiveness that—

(A) is representative of a community or significant segments of a community; and

(B) provides educational or related services to individuals in the community.

(6) CONSOLIDATED LOCAL APPLICATION.—The term "consolidated local application" means an application submitted by a local educational agency pursuant to section 8305.

(7) CONSOLIDATED LOCAL PLAN.—The term "consolidated local plan" means a plan submitted by a local educational agency pursuant to section 8305.

(8) CONSOLIDATED STATE APPLICATION.—The term "consolidated State application" means an application submitted by a State educational agency pursuant to section 8302.

(9) CONSOLIDATED STATE PLAN.—The term "consolidated State plan" means a plan submitted by a State educational agency pursuant to section 8302.

(10) COUNTY.—The term "county" means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.

(11) COVERED PROGRAM.—The term "covered program" means each of the programs authorized by—

(A) part A of title I;

(B) part C of title I;

(C) part D of title I;

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(D) part A of title II;
(E) part A of title III;
(F) part A of title IV;
(G) part B of title IV; and
(H) subpart 2 of part B of title V.

(12) CURRENT EXPENDITURES.—The term "current expenditures" means expenditures for free public education—

(A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but

(B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I.

(13) DEPARTMENT.—The term "Department" means the Department of Education.

(14) DISTANCE LEARNING.—The term "distance learning" means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.

(15) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term "dual or concurrent enrollment program" means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

(A) is transferable to the institutions of higher education in the partnership; and

(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

(16) EARLY CHILDHOOD EDUCATION PROGRAM.—The term "early childhood education program" has the meaning given the term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(17) EARLY COLLEGE HIGH SCHOOL.—The term "early college high school" means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family.

(18) EDUCATIONAL SERVICE AGENCY.—The term "educational service agency" means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

(19) ELEMENTARY SCHOOL.—The term "elementary school" means a nonprofit institutional day or residential school, in-

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cluding a public elementary charter school, that provides elementary education, as determined under State law.

(20) ENGLISH LEARNER.—The term "English learner", when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

(21) EVIDENCE-BASED.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II)[11] includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.—When used with respect to interventions or improvement activities or strategies funded under sec-

[11] Margin for subclause (II) of clause (ii) is so in law.

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tion 1003, the term "evidence-based" means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

(22) EXPANDED LEARNING TIME.—The term "expanded learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours, in order to include additional time for—

(A) activities and instruction for enrichment as part of a well-rounded education; and

(B) instructional and support staff to collaborate, plan, and engage in professional development (including professional development on family and community engagement) within and across grades and subjects.

(23) EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE.—

(A) IN GENERAL.—The term "extended-year adjusted cohort graduation rate" means the fraction—

(i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data must be collected annually by State educational agencies for submission to the National Center for Education Statistics under section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by—

(I) adding the students who joined that cohort, after the date of the determination of the original cohort; and

(II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and

(ii) the numerator of which—

(I) consists of the sum of—

(aa) the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

(AA) one or more additional years beyond the fourth year of high school; or

(BB) a summer session immediately following the additional year of high school; and

(bb) all students with the most significant cognitive disabilities in the cohort, as adjusted under clause (i), assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is—

(AA) standards-based;

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(BB) aligned with the State requirements for the regular high school diploma; and

(CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and

(II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation, or obtain documentation from the State educational agency, to confirm that the student has transferred out, emigrated to another country, or transferred to a prison or juvenile facility, or is deceased.

(C) TRANSFERRED OUT.—For purposes of this paragraph, the term "transferred out" has the meaning given the term in clauses (i), (ii), and (iii) of paragraph (25)(C).

(D) SPECIAL RULES.—

(i) SCHOOLS STARTING AFTER GRADE 9.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the date by which student membership data is collected annually by State educational agencies for submission to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543).

(ii) VERY SMALL SCHOOLS.—A State educational agency may calculate the extended year adjusted cohort graduation rate described under this paragraph for a high school with an average enrollment over a 4-year period of less than 100 students for the purposes of section 1111(c)(4) by—

(I) averaging the extended-year adjusted cohort graduation rate of the school over a period of three years; or

(II) establishing a minimum number of students that must be included in the cohort described in clause (i) of subparagraph (A) that will provide a valid graduation rate calculation as determined by the Secretary, below which the school shall be exempt from differentiation and identification under such section.

(24) FAMILY LITERACY SERVICES.—The term "family literacy services" means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

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(A) Interactive literacy activities between parents and their children.

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

(C) Parent literacy training that leads to economic self-sufficiency.

(D) An age-appropriate education to prepare children for success in school and life experiences.

(25) FOUR-YEAR ADJUSTED COHORT GRADUATION RATE.—

(A) IN GENERAL.—The term "four-year adjusted cohort graduation rate" means the fraction—

(i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data is collected annually by State educational agencies for submission to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by—

(I) adding the students who joined that cohort, after the date of the determination of the original cohort; and

(II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and

(ii) the numerator of which—

(I) consists of the sum of—

(aa) the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

(AA) the fourth year of high school; or

(BB) a summer session immediately following the fourth year of high school; and

(bb) all students with the most significant cognitive disabilities in the cohort, as adjusted under clause (i), assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is—

(AA) standards-based;

(BB) aligned with the State requirements for the regular high school diploma; and

(CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Indi-

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viduals with Disabilities Education Act (20 U.S.C. 1412(a)(1); and

(II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation, or obtain documentation from the State educational agency, to confirm that the student has transferred out, emigrated to another country, or transferred to a prison or juvenile facility, or is deceased.

(C) TRANSFERRED OUT.—

(i) IN GENERAL.—For purposes of this paragraph, the term "transferred out" means that a student, as confirmed by the high school or local educational agency in accordance with clause (ii), has transferred to—

(I) another school from which the student is expected to receive a regular high school diploma; or

(II) another educational program from which the student is expected to receive a regular high school diploma or an alternate diploma that meets the requirements of subparagraph (A)(ii)(I)(bb).

(ii) CONFIRMATION REQUIREMENTS.—

(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation of such transfer from the receiving school or program in which the student enrolled.

(II) LACK OF CONFIRMATION.—A student who was enrolled in a high school, but for whom there is no confirmation of the student having transferred out, shall remain in the adjusted cohort.

(iii) PROGRAMS NOT PROVIDING CREDIT Except as provided in subparagraph (A)(ii)(I)(bb), a student who is retained in grade or who is enrolled in a program leading to a general equivalency diploma, or other alternative educational program that does not issue or provide credit toward the issuance of a regular high school diploma, shall not be considered transferred out and shall remain in the adjusted cohort.

(D) SPECIAL RULES.—

(i) SCHOOLS STARTING AFTER GRADE 9.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the date by which student membership data must be collected annually by State educational agencies for submission to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543).

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(ii) VERY SMALL SCHOOLS.—A State educational agency may calculate the four-year adjusted cohort graduation rate described under this paragraph for a high school with an average enrollment over a 4-year period of less than 100 students for the purposes of section 1111(c)(4) by—

(I) averaging the four-year adjusted cohort graduation rate of the school over a period of three years; or

(II) establishing a minimum number of students that must be included in the cohort described in clause (i) of subparagraph (A) that will provide a valid graduation rate calculation as determined by the Secretary, below which the school shall be exempt from differentiation and identification under such section.

(26) FREE PUBLIC EDUCATION.—The term "free public education" means education that is provided—

(A) at public expense, under public supervision and direction, and without tuition charge; and

(B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.

(27) GIFTED AND TALENTED.—The term "gifted and talented", when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

(28) HIGH SCHOOL.—The term "high school" means a secondary school that—

(A) grants a diploma, as defined by the State; and

(B) includes, at least, grade 12.

(29) INSTITUTION OF HIGHER EDUCATION.—The term "institution of higher education" has the meaning given that term in section 101(a) of the Higher Education Act of 1965.

(30) LOCAL EDUCATIONAL AGENCY.—

(A) IN GENERAL.—The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(B) ADMINISTRATIVE CONTROL AND DIRECTION.—The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

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(C)[12] BUREAU OF INDIAN EDUCATION SCHOOLS.—The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education.

(D) EDUCATIONAL SERVICE AGENCIES.—The term includes educational service agencies and consortia of those agencies.

(E) STATE EDUCATIONAL AGENCY.—The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

(31) MENTORING.—The term "mentoring", except when used to refer to teacher mentoring, means a process by which a responsible adult, postsecondary student, or secondary school student works with a child to provide a positive role model for the child, to establish a supportive relationship with the child, and to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.

(32) MIDDLE GRADES.—The term middle grades means any of grades 5 through 8.

(33) MULTI-TIER SYSTEM OF SUPPORTS.—The term "multi-tier system of supports" means a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decisionmaking.

(34) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms "Native American" and "Native American language" have the same meaning given those terms in section 103 of the Native American Languages Act of 1990.

(35) OTHER STAFF.—The term "other staff" means specialized instructional support personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

(36) OUTLYING AREA.—The term "outlying area"—

(A) means American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the United States Virgin Islands;

(B) means the Republic of Palau, to the extent permitted under section 105(f)(1)(B)(ix) of the Compact of Free Association Amendments Act of 2003 (Public Law 108-188; 117 Stat. 2751) and until an agreement for the extension of United States education assistance under the Compact

[12] Casing of the word "Bureau" in the heading for subparagraph (C) is so in law. Should be initial cap and all small caps.

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of Free Association becomes effective for the Republic of Palau; and

(C) for the purpose of any discretionary grant program under this Act, includes the Republic of the Marshall Islands and the Federated States of Micronesia, to the extent permitted under section 105(f)(1)(B)(viii) of the Compact of Free Association Amendments Act of 2003 (Public Law 108–188; 117 Stat. 2751).

(37) PARAPROFESSIONAL.—The term "paraprofessional", also known as a "paraeducator", includes an education assistant and instructional assistant.

(38) PARENT.—The term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

(39) PARENTAL INVOLVEMENT.—The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child; and

(D) the carrying out of other activities, such as those described in section 1116.

(40) PAY FOR SUCCESS INITIATIVE.—The term "pay for success initiative" means a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector. Such an initiative shall include—

(A) a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;

(B) a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;

(C) an annual, publicly available report on the progress of the initiative; and

(D) a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (B).

(41) POVERTY LINE.—The term "poverty line" means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2)

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of the Community Services Block Grant Act) applicable to a family of the size involved.

(42) PROFESSIONAL DEVELOPMENT.—The term "professional development" means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers'—

(I) knowledge of the academic subjects the teachers teach;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of—

(I) effective instructional strategies that are evidence-based; and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the

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use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

(43) REGULAR HIGH SCHOOL DIPLOMA.—The term "regular high school diploma"—

(A) means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to

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the alternate academic achievement standards described in section 1111(b)(1)(E); and

(B) does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

(44) SCHOOL LEADER.—The term "school leader" means a principal, assistant principal, or other individual who is—

(A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and

(B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

(45) SECONDARY SCHOOL.—The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

(46) SECRETARY.—The term "Secretary" means the Secretary of Education.

(47) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL; SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—

(A) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term "specialized instructional support personnel" means—

(i) school counselors, school social workers, and school psychologists; and

(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

(B) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term "specialized instructional support services" means the services provided by specialized instructional support personnel.

(48) STATE.—The term "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(49) STATE EDUCATIONAL AGENCY.—The term "State educational agency" means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

(50) TECHNOLOGY.—The term "technology" means modern information, computer and communication technology products, services, or tools, including, the Internet and other communications networks, computer devices and other computer and communications hardware, software applications, data systems,

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and other electronic content (including multimedia content) and data storage.

(51) UNIVERSAL DESIGN FOR LEARNING.—The term "universal design for learning" has the meaning given the term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(52) WELL-ROUNDED EDUCATION.—The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

SEC. 8102. [20 U.S.C. 7802] APPLICABILITY OF TITLE.

Parts B, C, D, E, and F of this title do not apply to title VII of this Act.

SEC. 8103. [20 U.S.C. 7803] APPLICABILITY TO BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS.

For the purpose of any competitive program under this Act—

(1) a consortium of schools operated by the Bureau of Indian Education;

(2) a school operated under a contract or grant with the Bureau of Indian Education in consortium with another contract or grant school or a tribal or community organization; or

(3) a Bureau of Indian Education school in consortium with an institution of higher education, a contract or grant school, or a tribal or community organization,

shall be given the same consideration as a local educational agency.

PART B—FLEXIBILITY IN THE USE OF ADMINISTRATIVE AND OTHER FUNDS

SEC. 8201. [20 U.S.C. 7821] CONSOLIDATION OF STATE ADMINISTRATIVE FUNDS FOR ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.

(a) CONSOLIDATION OF ADMINISTRATIVE FUNDS.—

(1) IN GENERAL.—A State educational agency may consolidate the amounts specifically made available to it for State administration under one or more of the programs under paragraph (2) if the State educational agency can demonstrate that the majority of its resources are derived from non-Federal sources.

(2) APPLICABILITY.—This section applies to any program under this Act under which funds are authorized to be used for administration, and such other programs as the Secretary may designate.

(b) USE OF FUNDS.—

(1) IN GENERAL.—A State educational agency shall use the amount available under this section for the administration of

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the programs included in the consolidation under subsection (a).

(2) ADDITIONAL USES.—A State educational agency may also use funds available under this section for administrative activities designed to enhance the effective and coordinated use of funds under programs included in the consolidation under subsection (a), such as—

(A) the coordination of those programs with other Federal and non-Federal programs;

(B) the establishment and operation of peer-review mechanisms under this Act;

(C) the administration of this title;

(D) the dissemination of information regarding model programs and practices;

(E) technical assistance under any program under this Act;

(F) State-level activities designed to carry out this title;

(G) training personnel engaged in audit and other monitoring activities;

(H) implementation of the Cooperative Audit Resolution and Oversight Initiative of the Department; and

(I) implementation of fiscal support teams that provide technical fiscal support assistance, which shall include evaluating fiscal, administrative, and staffing functions, and any other key operational function.

(c) RECORDS.—A State educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of programs included in the consolidation under subsection (a).

(d) REVIEW.—To determine the effectiveness of State administration under this section, the Secretary may periodically review the performance of State educational agencies in using consolidated administrative funds under this section and take such steps as the Secretary finds appropriate to ensure the effectiveness of that administration.

(e) UNUSED ADMINISTRATIVE FUNDS.—If a State educational agency does not use all of the funds available to the agency under this section for administration, the agency may use those funds during the applicable period of availability as funds available under one or more programs included in the consolidation under subsection (a).

(f) CONSOLIDATION OF FUNDS FOR STANDARDS AND ASSESSMENT DEVELOPMENT.—In order to develop challenging State academic standards and assessments, a State educational agency may consolidate the amounts described in subsection (a) for those purposes under title I.

SEC. 8202. [20 U.S.C. 7822] SINGLE LOCAL EDUCATIONAL AGENCY STATES.

A State educational agency that also serves as a local educational agency shall, in its applications or plans under this Act, describe how the agency will eliminate duplication in conducting administrative functions.

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SEC. 8203. [20 U.S.C. 7823] CONSOLIDATION OF FUNDS FOR LOCAL ADMINISTRATION.

(a) GENERAL AUTHORITY.—In accordance with regulations of the Secretary and for any fiscal year, a local educational agency, with the approval of its State educational agency, may consolidate and use for the administration of one or more programs under this Act (or such other programs as the Secretary shall designate) not more than the percentage, established in each program, of the total available for the local educational agency under those programs.

(b) STATE PROCEDURES.—A State educational agency shall, in collaboration with local educational agencies in the State, establish procedures for responding to requests from local educational agencies to consolidate administrative funds under subsection (a) and for establishing limitations on the amount of funds under those programs that may be used for administration on a consolidated basis.

(c) CONDITIONS.—A local educational agency that consolidates administrative funds under this section for any fiscal year shall not use any other funds under the programs included in the consolidation for administration for that fiscal year.

(d) USES OF ADMINISTRATIVE FUNDS.—

(1) IN GENERAL.—A local educational agency that consolidates administrative funds under this section may use the consolidated funds for the administration of the programs and for uses, at the school district and school levels, comparable to those described in section 8201(b)(2).

(2) FISCAL SUPPORT TEAMS.—A local educational agency that uses funds as described in section 8201(b)(2)(I) may contribute State or local funds to expand the reach of such support without violating any supplement, not supplant requirement of any program contributing administrative funds.

(e) RECORDS.—A local educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

SEC. 8204. [20 U.S.C. 7824] CONSOLIDATED SET-ASIDE FOR DEPARTMENT OF THE INTERIOR FUNDS.

(a) GENERAL AUTHORITY.—

(1) TRANSFER.—The Secretary shall transfer to the Department of the Interior, as a consolidated amount for covered programs, the Indian education programs under part A of title VI, and the education for homeless children and youth program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the amounts allotted to the Department of the Interior under those programs.

(2) AGREEMENT.—

(A) IN GENERAL.—The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of the programs specified in paragraph (1), for the distribution and use of those program funds under terms that the Secretary determines best meet the purposes of those programs.

(B) CONTENTS.—The agreement shall—

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(i) set forth the plans of the Secretary of the Interior for the use of the amount transferred and the achievement measures to assess program effectiveness, including program objectives; and

(ii) be developed in consultation with Indian tribes.

(b) ADMINISTRATION.—The Department of the Interior may use not more than 1.5 percent of the funds consolidated under this section for its costs related to the administration of the funds transferred under this section.

(c) ACCOUNTABILITY SYSTEM.—

(1) For the purposes of part A of title I, the Secretary of Interior, in consultation with the Secretary, if the Secretary of the Interior requests the consultation, using a negotiated rulemaking process to develop regulations for implementation no later than the 2017-2018 academic year, shall define the standards, assessments, and accountability system consistent with section 1111, for the schools funded by the Bureau of Indian Education on a national, regional, or tribal basis, as appropriate, taking into account the unique circumstances and needs of such schools and the students served by such schools.

(2) The tribal governing body or school board of a school funded by the Bureau of Indian Affairs may waive, in part or in whole, the requirements established pursuant to paragraph (1) where such requirements are determined by such body or school board to be inappropriate. If such requirements are waived, the tribal governing body or school board shall, within 60 days, submit to the Secretary of Interior a proposal for alternative standards, assessments, and an accountability system, if applicable, consistent with section 1111, that takes into account the unique circumstances and needs of such school or schools and the students served. The Secretary of the Interior and the Secretary shall approve such standards, assessments, and accountability system unless the Secretary determines that the standards, assessments, and accountability system do not meet the requirements of section 1111, taking into account the unique circumstances and needs of such school or schools and the students served.

(3) TECHNICAL ASSISTANCE.—The Secretary of Interior and the Secretary shall, either directly or through a contract, provide technical assistance, upon request, to a tribal governing body or school board of a school funded by the Bureau of Indian Affairs that seeks a waiver under paragraph (2).

SEC. 8205. [20 U.S.C. 7825] DEPARTMENT STAFF.

The Secretary shall—

(1) not later than 60 days after the date of enactment of the Every Student Succeeds Act, identify the number of Department full-time equivalent employees who worked on or administered each education program or project authorized under this Act, as such program or project was in effect on the day before such date of enactment, and publish such information on the Department's website;

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(2) not later than 60 days after such date of enactment, identify the number of full-time equivalent employees who worked on or administered each program or project authorized under this Act, as such program or project was in effect on the day before such date of enactment, that has been eliminated or consolidated since such date of enactment;

(3) not later than 1 year after such date of enactment, reduce the workforce of the Department by the number of full-time equivalent employees the Department identified under paragraph (2); and

(4) not later than 1 year after such date of enactment, report to Congress on—

(A) the number of full-time equivalent employees associated with each program or project authorized under this Act and administered by the Department;

(B) the number of full-time equivalent employees who were determined to be associated with eliminated or consolidated programs or projects described in paragraph (2);

(C) how the Secretary has reduced the number of full-time equivalent employees as described in paragraph (3);

(D) the average salary of the full-time equivalent employees described in subparagraph (B) whose positions were eliminated; and

(E) the average salary of the full-time equivalent employees who work on or administer a program or project authorized by the Department under this Act, disaggregated by employee function within each such program or project.

PART C—COORDINATION OF PROGRAMS; CONSOLIDATED STATE AND LOCAL PLANS AND APPLICATIONS

SEC. 8301. [20 U.S.C. 7841] PURPOSES.

The purposes of this part are—

(1) to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery;

(2) to provide greater flexibility to State and local authorities through consolidated plans, applications, and reporting; and

(3) to enhance the integration of programs under this Act with State and local programs.

SEC. 8302. [20 U.S.C. 7842] OPTIONAL CONSOLIDATED STATE PLANS OR APPLICATIONS.

(a) GENERAL AUTHORITY.—

(1) SIMPLIFICATION.—In order to simplify application requirements and reduce the burden for State educational agencies under this Act, the Secretary, in accordance with subsection (b), shall establish procedures and criteria under which, after consultation with the Governor, a State educational agency may submit a consolidated State plan or a consolidated State application meeting the requirements of this section for—

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(A) each of the covered programs in which the State participates; and

(B) such other programs as the Secretary may designate.

(2) CONSOLIDATED APPLICATIONS AND PLANS.—After consultation with the Governor, a State educational agency that submits a consolidated State plan or a consolidated State application under this section shall not be required to submit separate State plans or applications under any of the programs to which the consolidated State plan or consolidated State application under this section applies.

(b) COLLABORATION.—

(1) IN GENERAL.—In establishing criteria and procedures under this section, the Secretary shall collaborate with State educational agencies and, as appropriate, with other State agencies, local educational agencies, public and private agencies, organizations, and institutions, private schools, and representatives of parents, students, and teachers.

(2) CONTENTS.—Through the collaborative process described in paragraph (1), the Secretary shall establish, for each program under this Act to which this section applies, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.

(3) NECESSARY MATERIALS.—The Secretary shall require only descriptions, information, assurances (including assurances of compliance with applicable provisions regarding participation by private school children and teachers), and other materials that are absolutely necessary for the consideration of the consolidated State plan or consolidated State application.

SEC. 8303. [20 U.S.C. 7843] CONSOLIDATED REPORTING.

(a) IN GENERAL.—In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report.

(b) CONTENTS.—The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities.

(c) REPLACEMENT.—The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

SEC. 8304. [20 U.S.C. 7844] GENERAL APPLICABILITY OF STATE EDUCATIONAL AGENCY ASSURANCES.

(a) ASSURANCES.—A State educational agency, in consultation with the Governor of the State, that submits a consolidated State plan or consolidated State application under this Act, whether separately or under section 8302, shall have on file with the Secretary a single set of assurances, applicable to each program for which the plan or application is submitted, that provides that—

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(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;

(3) the State will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and

(C) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;

(4) the State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;

(5) the State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;

(6) the State will—

(A) make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and

(B) maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and

(7) before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

(b) GEPA PROVISION.—Section 441 of the General Education Provisions Act shall not apply to programs under this Act.

SEC. 8305. [20 U.S.C. 7845] CONSOLIDATED LOCAL PLANS OR APPLICATIONS.

(a) GENERAL AUTHORITY.—

(1) CONSOLIDATED PLAN.—A local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis.

(2) AVAILABILITY TO GOVERNOR.—The State educational agency shall make any consolidated local plans and applications available to the Governor.

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(b) REQUIRED CONSOLIDATED PLANS OR APPLICATIONS.—A State educational agency that has an approved consolidated State plan or application under section 8302 may require local educational agencies in the State receiving funds under more than one program included in the consolidated State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans.

(c) COLLABORATION.—A State educational agency, in consultation with the Governor, shall collaborate with local educational agencies in the State in establishing procedures for the submission of the consolidated State plans or consolidated State applications under this section.

(d) NECESSARY MATERIALS.—The State educational agency shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the local educational agency plan or application.

(e) RURAL CONSOLIDATED PLAN.—

(1) IN GENERAL.—Two or more eligible local educational agencies, a consortium of eligible local educational service agencies, or an educational service agency on behalf of eligible local educational agencies may submit plans or applications for 1 or more covered programs to the State educational agency on a consolidated basis, if each eligible local educational agency impacted elects to participate in the joint application or elects to allow the educational service agency to apply on its behalf.

(2) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—For the purposes of this subsection, the term "eligible local educational agency" means a local educational agency that is an eligible local educational agency under part B of title V.

SEC. 8306. [20 U.S.C. 7846] OTHER GENERAL ASSURANCES.

(a) ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

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(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—

(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

(b) GEPA PROVISION.—Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

PART D—WAIVERS

SEC. 8401. [20 U.S.C. 7861] WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL.—

(1) REQUEST FOR WAIVER BY STATE OR INDIAN TRIBE.—A State educational agency or Indian tribe that receives funds under a program authorized under this Act may submit a request to the Secretary to waive any statutory or regulatory requirement of this Act.

(2) LOCAL EDUCATIONAL AGENCY AND SCHOOL REQUESTS SUBMITTED THROUGH THE STATE.—

(A) REQUEST FOR WAIVER BY LOCAL EDUCATIONAL AGENCY.—A local educational agency that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency may then submit the request to the Secretary if the State educational agency determines the waiver appropriate.

(B) REQUEST FOR WAIVER BY SCHOOL.—An elementary school or secondary school that desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the local educational agency serving the

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school. The local educational agency may then submit the request to the State educational agency in accordance with subparagraph (A) if the local educational agency determines the waiver appropriate.

(3) RECEIPT OF WAIVER.—Except as provided in subsection (b)(4) or (c), the Secretary may waive any statutory or regulatory requirement of this Act for which a waiver request is submitted to the Secretary pursuant to this subsection.

(b) REQUEST FOR WAIVER.—

(1) IN GENERAL.—A State educational agency, acting on its own behalf or on behalf of a local educational agency in accordance with subsection (a)(2), or Indian tribe that desires a waiver shall submit a waiver request to the Secretary, which shall include a plan that—

(A) identifies the Federal programs affected by the requested waiver;

(B) describes which Federal statutory or regulatory requirements are to be waived;

(C) describes how the waiving of such requirements will advance student academic achievement;

(D) describes the methods the State educational agency, local educational agency, school, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan;

(E) includes only information directly related to the waiver request; and

(F) describes how schools will continue to provide assistance to the same populations served by programs for which waivers are requested and, if the waiver relates to provisions of subsections (b) or (h) of section 1111, describes how the State educational agency, local educational agency, school, or Indian tribe will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups of students identified in section 1111(b)(2)(B)(xi).

(2) ADDITIONAL INFORMATION.—Such requests—

(A) may provide for waivers of requirements applicable to State educational agencies, local educational agencies, Indian tribes, and schools; and

(B) shall be developed and submitted—

(i)(I) by local educational agencies (on behalf of those agencies and schools) to State educational agencies; and

(II) by State educational agencies (on behalf of those agencies or on behalf of, and based on the requests of, local educational agencies in the State) to the Secretary; or

(ii) by Indian tribes (on behalf of schools operated by the tribes) to the Secretary.

(3) GENERAL REQUIREMENTS.—

(A) STATE EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a State educational agency acting on its own behalf, or on behalf of local educational

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agencies in the State under subsection (a)(2), the State educational agency shall—

(i) provide the public and any interested local educational agency in the State with notice and a reasonable opportunity to comment and provide input on the request, to the extent that the request impacts the local educational agency;

(ii) submit the comments and input to the Secretary, with a description of how the State addressed the comments and input; and

(iii) provide notice and a reasonable time to comment to the public and local educational agencies in the manner in which the applying agency customarily provides similar notice and opportunity to comment to the public.

(B) LOCAL EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a local educational agency that receives funds under this Act—

(i) the request shall be reviewed and approved by the State educational agency in accordance with subsection (a)(2) before being submitted to the Secretary and be accompanied by the comments, if any, of the State educational agency and the public; and

(ii) notice and a reasonable opportunity to comment regarding the waiver request shall be provided to the State educational agency and the public by the agency requesting the waiver in the manner in which that agency customarily provides similar notice and opportunity to comment to the public.

(4) WAIVER DETERMINATION, DEMONSTRATION, AND REVISION.—

(A) IN GENERAL.—The Secretary shall issue a written determination regarding the initial approval or disapproval of a waiver request not more than 120 days after the date on which such request is submitted. Initial disapproval of such request shall be based on the determination of the Secretary that—

(i) the waiver request does not meet the requirements of this section;

(ii) the waiver is not permitted under subsection (c);

(iii) the description required under paragraph (1)(C) in the plan provides insufficient information to demonstrate that the waiving of such requirements will advance student academic achievement consistent with the purposes of this Act; or

(iv) the waiver request does not provide for adequate evaluation to ensure review and continuous improvement of the plan.

(B) WAIVER DETERMINATION AND REVISION.—Upon the initial determination of disapproval under subparagraph (A), the Secretary shall—

(i) immediately—

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(I) notify the State educational agency, local educational agency (through the State educational agency), school (through the local educational agency), or Indian tribe, as applicable, of such determination; and

(II) provide detailed reasons for such determination in writing to the applicable entity under subclause (I) to the public, such as posting in a clear and easily accessible format to the Department's website;

(ii) offer the State educational agency, local educational agency (through the State educational agency), school (through the local educational agency), or Indian tribe an opportunity to revise and resubmit the waiver request by a date that is not more than 60 days after the date of such determination; and

(iii) if the Secretary determines that the resubmission under clause (ii) does not meet the requirements of this section, at the request of the State educational agency, local educational agency, school, or Indian tribe, conduct a hearing not more than 30 days after the date of such resubmission.

(C) WAIVER DISAPPROVAL.—The Secretary may ultimately disapprove a waiver request if—

(i) the State educational agency, local educational agency, school, or Indian tribe has been notified and offered an opportunity to revise and resubmit the waiver request, as described under clauses (i) and (ii) of subparagraph (B); and

(ii) the State educational agency, local educational agency (through the State educational agency), school (through the local educational agency), or Indian tribe—

(I) does not revise and resubmit the waiver request; or

(II) revises and resubmits the waiver request, and the Secretary determines that such waiver request does not meet the requirements of this section after a hearing conducted under subparagraph (B)(iii), if such a hearing is requested.

(D) EXTERNAL CONDITIONS.—The Secretary shall not disapprove a waiver request under this section based on conditions outside the scope of the waiver request.

(c) RESTRICTIONS.—The Secretary shall not waive under this section any statutory or regulatory requirements relating to—

(1) the allocation or distribution of funds to States, local educational agencies, Indian tribes, or other recipients of funds under this Act;

(2) maintenance of effort;

(3) comparability of services;

(4) use of Federal funds to supplement, not supplant, non-Federal funds;

(5) equitable participation of private school students and teachers;

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(6) parental participation and involvement;
(7) applicable civil rights requirements;
(8) the requirement for a charter school under part C of title IV;
(9) the prohibitions—
(A) in subpart 2 of part F;
(B) regarding use of funds for religious worship or instruction in section 8505; and
(C) regarding activities in section 8526; or
(10) the selection of a school attendance area or school under subsections (a) and (b) of section 1113, except that the Secretary may grant a waiver to allow a school attendance area or school to participate in activities under part A of title I if the percentage of children from low-income families in the school attendance area or who attend the school is not more than 10 percentage points below the lowest percentage of those children for any school attendance area or school of the local educational agency that meets the requirements of subsections (a) and (b) of section 1113.

(d) DURATION AND EXTENSION OF WAIVER; LIMITATIONS.—
(1) IN GENERAL.—Except as provided in paragraph (2), a waiver approved by the Secretary under this section may be for a period not to exceed 4 years.
(2) EXTENSION.—The Secretary may extend the period described in paragraph (1) if the State demonstrates that—
(A) the waiver has been effective in enabling the State or affected recipient to carry out the activities for which the waiver was requested and the waiver has contributed to improved student achievement; and
(B) the extension is in the public interest.
(3) SPECIFIC LIMITATIONS.—The Secretary shall not require a State educational agency, local educational agency, school, or Indian tribe, as a condition of approval of a waiver request, to—
(A) include in, or delete from, such request, specific academic standards, such as the Common Core State Standards developed under the Common Core State Standards Initiative or any other standards common to a significant number of States;
(B) use specific academic assessment instruments or items, including assessments aligned to the standards described in subparagraph (A); or
(C) include in, or delete from, such waiver request any specific elements of—
(i) State academic standards;
(ii) academic assessments;
(iii) State accountability systems; or
(iv) teacher and school leader evaluation systems.

(e) REPORTS.—A State educational agency, local educational agency, school, or Indian tribe receiving a waiver under this section shall describe, as part of, and pursuant to, the required annual reporting under section 1111(h)—

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(1) the progress of schools covered under the provisions of such waiver toward improving student academic achievement; and

(2) how the use of the waiver has contributed to such progress.

(f) TERMINATION OF WAIVERS.—The Secretary shall terminate a waiver under this section if, after notice and an opportunity for a hearing, the Secretary—

(A)[13] presents a rationale and supporting information that clearly demonstrates that the waiver is not contributing to the progress of schools described in subsection (e)(1); or

(B) determines that the waiver is no longer necessary to achieve its original purposes.

(g) PUBLICATION.—A notice of the Secretary's decision to grant each waiver under subsection (a) shall be published in the Federal Register and the Secretary shall provide for the dissemination of the notice to State educational agencies, interested parties, including educators, parents, students, advocacy and civil rights organizations, and the public.

PART E—APPROVAL AND DISAPPROVAL OF STATE PLANS AND LOCAL APPLICATIONS

SEC. 8451. [20 U.S.C. 7871] APPROVAL AND DISAPPROVAL OF STATE PLANS.

(a) APPROVAL.—A plan submitted by a State pursuant to section 2101(d), 4103(c), 4203, or 8302 shall be approved by the Secretary unless the Secretary makes a written determination (which shall include the supporting information and rationale supporting such determination), prior to the expiration of the 120-day period beginning on the date on which the Secretary received the plan, that the plan is not in compliance with section 2101(d), 4103(c), or 4203, or part C, respectively.

(b) DISAPPROVAL PROCESS.—

(1) IN GENERAL.—The Secretary shall not finally disapprove a plan submitted under section 2101(d), 4103(c), 4203, or 8302, except after giving the State educational agency notice and an opportunity for a hearing.

(2) NOTIFICATIONS.—If the Secretary finds that the plan is not in compliance, in whole or in part, with section 2101(d), 4103(c), or 4203, or part C, as applicable, the Secretary shall—

(A) immediately notify the State of such determination;

(B) provide a detailed description of the specific provisions of the plan that the Secretary determines fail to meet the requirements, in whole or in part, of such section or part, as applicable;

(C) offer the State an opportunity to revise and resubmit its plan within 45 days of such determination, including the chance for the State to present supporting informa-

[13] So in law. Subparagraphs (A) and (B) (as added by section 8013(6) of Public Law 114–95) should be redesignated as paragraphs (1) and (2) and the margins should be moved to the left.

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tion to clearly demonstrate that the State plan meets the requirements of such section or part, as applicable;

(D) provide technical assistance, upon request of the State, in order to assist the State to meet the requirements of such section or part, as applicable;

(E) conduct a hearing within 30 days of the plan's resubmission under subparagraph (C), unless a State declines the opportunity for such hearing; and

(F) request additional information, only as to the noncompliant provisions, needed to make the plan compliant.

(3) RESPONSE.—If the State educational agency responds to the Secretary's notification described in paragraph (2)(A) prior to the expiration of the 45-day period beginning on the date on which the State educational agency received the notification, and resubmits the plan as described in paragraph (2)(C), the Secretary shall approve such plan unless the Secretary determines the plan does not meet the requirements of section 2101(d), 4103(c), or 4203, or part C, as applicable.

(4) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in paragraph (2)(A) prior to the expiration of the 45-day period beginning on the date on which the State educational agency received the notification, such plan shall be deemed to be disapproved.

(c) LIMITATION.—A plan submitted under section 2101(d), 4103(c), 4203, or 8302 shall not be approved or disapproved based upon the nature of the activities proposed within such plan if such proposed activities meet the applicable program requirements.

(d) PEER-REVIEW REQUIREMENTS.—Notwithstanding any other requirements of this part, the Secretary shall ensure that any portion of a consolidated State plan that is related to part A of title I is subject to the peer-review process described in section 1111(a)(4).

SEC. 8452. [20 U.S.C. 7872] APPROVAL AND DISAPPROVAL OF LOCAL EDUCATIONAL AGENCY APPLICATIONS.

(a) APPROVAL.—An application submitted by a local educational agency pursuant to section 2102(b), 4106, 4204(b) or 8305, shall be approved by the State educational agency unless the State educational agency makes a written determination (which shall include the supporting information and rationale for such determination), prior to the expiration of the 120-day period beginning on the date on which the State educational agency received the application, that the application is not in compliance with section 2102(b), 4106, or 4204(b), or part C, respectively.

(b) DISAPPROVAL PROCESS.—

(1) IN GENERAL.—The State educational agency shall not finally disapprove an application submitted under section 2102(b), 4106, 4204(b) or 8305 except after giving the local educational agency notice and opportunity for a hearing.

(2) NOTIFICATIONS.—If the State educational agency finds that the application submitted under section 2102(b), 4106, 4204(b) or 8305 is not in compliance, in whole or in part, with section 2102(b), 4106, or 4204(b), or part C, respectively, the State educational agency shall—

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(A) immediately notify the local educational agency of such determination;

(B) provide a detailed description of the specific provisions of the application that the State determines fail to meet the requirements, in whole or in part, of such section or part, as applicable;

(C) offer the local educational agency an opportunity to revise and resubmit its application within 45 days of such determination, including the chance for the local educational agency to present supporting information to clearly demonstrate that the application meets the requirements of such section or part;

(D) provide technical assistance, upon request of the local educational agency, in order to assist the local educational agency to meet the requirements of such section or part, as applicable;

(E) conduct a hearing within 30 days of the application's resubmission under subparagraph (C), unless a local educational agency declines the opportunity for such a hearing; and

(F) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(3) RESPONSE.—If the local educational agency responds to the State educational agency's notification described in paragraph (2)(A) prior to the expiration of the 45-day period beginning on the date on which the local educational agency received the notification, and resubmits the application as described in paragraph (2)(C), the State educational agency shall approve such application unless the State educational agency determines the application does not meet the requirements of this part.

(4) FAILURE TO RESPOND.—If the local educational agency does not respond to the State educational agency's notification described in paragraph (2)(A) prior to the expiration of the 45-day period beginning on the date on which the local educational agency received the notification, such application shall be deemed to be disapproved.

PART F—UNIFORM PROVISIONS

Subpart 1—Private Schools

SEC. 8501. [20 U.S.C. 7881] PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION.—

(1) IN GENERAL.—Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or

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entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS.—Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) SPECIAL RULE.—

(A) IN GENERAL.—Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure equitable services are provided to private school children, teachers, and other educational personnel under this section, the State educational agency involved shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section.

(4) EXPENDITURES.—

(A) IN GENERAL.—Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this subpart that the local educational agencies have determined are available for eligible private school children.

(5) PROVISION OF SERVICES.—An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY.—

(1) IN GENERAL.—This section applies to programs under—

(A) part C of title I;

(B) part A of title II;

(C) part A of title III;

(D) part A of title IV;

(E) part B of title IV; and

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(F) section 4631, with regard to Project SERV.

(2) DEFINITION.—For the purpose of this section, the term "eligible children" means children eligible for services under a program described in paragraph (1).

(c) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and

(G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and

(H) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

(2) DISAGREEMENT.—If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.

(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any

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decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) DISCUSSION REQUIRED.—The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

(5)[14] DOCUMENTATION.—Each local educational agency shall maintain in the agency's records, and provide to the State educational agency involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6)[14] COMPLIANCE.—

(A) IN GENERAL.—If the consultation required under this section is with a local educational agency or educational service agency, a private school official shall have the right to file a complaint with the State educational agency that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance and all parties shall provide the appropriate documentation to the appropriate officials.

(C) SERVICES.—A State educational agency shall provide services under this section directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(d) PUBLIC CONTROL OF FUNDS.—

[14] The placement of paragraphs (5) and (6) at the end of subsection (c) reflects the probable intent of Congress. See the amendment made by section 8015(4) of Public Law 114–95, which technically adds these paragraphs at the end of the section.

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(1) IN GENERAL.—The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

(2) PROVISION OF SERVICES.—

(A) IN GENERAL.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

(B) INDEPENDENCE; PUBLIC AGENCY.—In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

(C) COMMINGLING OF FUNDS PROHIBITED.—Funds used to provide services under this section shall not be commingled with non-Federal funds.

SEC. 8502. [20 U.S.C. 7882] STANDARDS FOR BY-PASS.

(a) IN GENERAL.—If, by reason of any provision of law, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or other entity is prohibited from providing for the participation in programs of children enrolled in, or teachers or other educational personnel from, private elementary schools and secondary schools, on an equitable basis, or if the Secretary determines that the agency, consortium, or entity has substantially failed or is unwilling to provide for that participation, as required by section 8501, the Secretary shall—

(1) waive the requirements of that section for the agency, consortium, or entity; and

(2) arrange for the provision of equitable services to those children, teachers, or other educational personnel through arrangements that shall be subject to the requirements of this section and of sections 8501, 8503, and 8504.

(b) DETERMINATION.—In making the determination under subsection (a), the Secretary shall consider one or more factors, including the quality, size, scope, and location of the program, and the opportunity of private school children, teachers, and other educational personnel to participate in the program.

SEC. 8503. [20 U.S.C. 7883] COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN.

(a) PROCEDURES FOR COMPLAINTS.—The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 8501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within 45 days.

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(b) APPEALS TO SECRETARY.—The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within the 45-day time limit. The appeal shall be accompanied by a copy of the State educational agency's resolution, and, if there is one, a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 90 days after receipt of the appeal.

SEC. 8504. [20 U.S.C. 7884] BY-PASS DETERMINATION PROCESS.

(a) REVIEW.—

(1) IN GENERAL.—

(A) WRITTEN OBJECTIONS.—The Secretary shall not take any final action under section 8502 until the State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity affected by the action has had an opportunity, for not less than 45 days after receiving written notice thereof, to submit written objections and to appear before the Secretary to show cause why that action should not be taken.

(B) PRIOR TO REDUCTION.—Pending final resolution of any investigation or complaint that could result in a determination under this section, the Secretary may withhold from the allocation of the affected State educational agency or local educational agency the amount estimated by the Secretary to be necessary to pay the cost of those services.

(2) PETITION FOR REVIEW.—

(A) PETITION.—If the affected agency, consortium, or entity is dissatisfied with the Secretary's final action after a proceeding under paragraph (1), the agency, consortium, or entity may, within 60 days after notice of that action, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action.

(B) TRANSMISSION.—A copy of the petition shall be forthwith transmitted by the clerk of the court to the Secretary.

(C) FILING.—The Secretary, upon receipt of the copy of the petition, shall file in the court the record of the proceedings on which the Secretary based the action, as provided in section 2112 of title 28, United States Code.

(3) FINDINGS OF FACT.—

(A) IN GENERAL.—The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Secretary to take further evidence and the Secretary may then make new or modified findings of fact and may modify the Secretary's previous action, and shall file in the court the record of the further proceedings.

(B) NEW OR MODIFIED FINDINGS.—Any new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(4) JURISDICTION.—

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(A) IN GENERAL.—Upon the filing of a petition, the court shall have jurisdiction to affirm the action of the Secretary or to set the action aside, in whole or in part.

(B) JUDGMENT.—The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

(b) DETERMINATION.—Any determination by the Secretary under this section shall continue in effect until the Secretary determines, in consultation with that agency, consortium, or entity and representatives of the affected private school children, teachers, or other educational personnel, that there will no longer be any failure or inability on the part of the agency, consortium, or entity to meet the applicable requirements of section 8501 or any other provision of this Act.

(c) PAYMENT FROM STATE ALLOTMENT.—When the Secretary arranges for services pursuant to this section, the Secretary shall, after consultation with the appropriate public and private school officials, pay the cost of those services, including the administrative costs of arranging for those services, from the appropriate allocation or allocations under this Act.

(d) PRIOR DETERMINATION.—Any by-pass determination by the Secretary under this Act as in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001 shall remain in effect to the extent the Secretary determines that that determination is consistent with the purpose of this section.

SEC. 8505. [20 U.S.C. 7885] PROHIBITION AGAINST FUNDS FOR RELIGIOUS WORSHIP OR INSTRUCTION.

Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

SEC. 8506. [20 U.S.C. 7886] PRIVATE, RELIGIOUS, AND HOME SCHOOLS.

(a) APPLICABILITY TO NONRECIPIENT PRIVATE SCHOOLS.—Nothing in this Act shall be construed to affect any private school that does not receive funds or services under this Act, nor shall any student who attends a private school that does not receive funds or services under this Act be required to participate in any assessment referenced in this Act.

(b) APPLICABILITY TO HOME SCHOOLS.—Nothing in this Act shall be construed to affect a home school, whether or not a home school is treated as a home school or a private school under State law, nor shall any student schooled at home be required to participate in any assessment referenced in this Act.

(c) RULE OF CONSTRUCTION ON PROHIBITION OF FEDERAL CONTROL OVER NONPUBLIC SCHOOLS.—Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious, or home schools from participation in programs or services under this Act.

(d) RULE OF CONSTRUCTION ON STATE AND LOCAL EDUCATIONAL AGENCY MANDATES.—Nothing in this Act shall be con-

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strued to require any State educational agency or local educational agency that receives funds under this Act to mandate, direct, or control the curriculum of a private or home school, regardless or whether or not a home school is treated as a private school under state law, nor shall any funds under this Act be used for this purpose.

Subpart 2—Other Provisions

SEC. 8521. [20 U.S.C. 7901] MAINTENANCE OF EFFORT.

(a) IN GENERAL.—A local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b).

(b) REDUCTION IN CASE OF FAILURE TO MEET.—

(1) IN GENERAL.—The State educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection (a) of this section by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency), if such local educational agency has also failed to meet such requirement (as determined using the measure most favorable to the local agency) for 1 or more of the 5 immediately preceding fiscal years.

(2) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under subsection (a) of this section for subsequent years.

(c) WAIVER.—The Secretary may waive the requirements of this section if the Secretary determines that a waiver would be equitable due to—

(1) exceptional or uncontrollable circumstances, such as a natural disaster or a change in the organizational structure of the local educational agency; or

(2) a precipitous decline in the financial resources of the local educational agency.

SEC. 8522. [20 U.S.C. 7902] PROHIBITION REGARDING STATE AID.

A State shall not take into consideration payments under this Act (other than under title VII) in determining the eligibility of any local educational agency in that State for State aid, or the amount of State aid, with respect to free public education of children.

SEC. 8523. [20 U.S.C. 7903] PRIVACY OF ASSESSMENT RESULTS.

Any results from an individual assessment referred to in this Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act.

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SEC. 8524. [20 U.S.C. 7904] SCHOOL PRAYER.

(a) GUIDANCE.—The Secretary shall provide and revise guidance, not later than September 1, 2002, and of every second year thereafter, to State educational agencies, local educational agencies, and the public on constitutionally protected prayer in public elementary schools and secondary schools, including making the guidance available by electronic means, including by posting the guidance on the Department's website in a clear and easily accessible manner. The guidance shall be reviewed, prior to distribution, by the Office of Legal Counsel of the Department of Justice for verification that the guidance represents the current state of the law concerning constitutionally protected prayer in public elementary schools and secondary schools.

(b) CERTIFICATION.—As a condition of receiving funds under this Act, a local educational agency shall certify in writing to the State educational agency involved that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). The certification shall be provided by October 1 of each year. The State educational agency shall report to the Secretary by November 1 of each year a list of those local educational agencies that have not filed the certification or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this section.

(c) ENFORCEMENT.—The Secretary is authorized and directed to effectuate subsection (b) by issuing, and securing compliance with, rules or orders with respect to a local educational agency that fails to certify, or is found to have certified in bad faith, that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

SEC. 8525. [20 U.S.C. 7905] EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES.

(a) SHORT TITLE.—This section may be cited as the "Boy Scouts of America Equal Access Act".

(b) IN GENERAL.—

(1) EQUAL ACCESS.—Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) VOLUNTARY SPONSORSHIP.—Nothing in this section shall be construed to require any school, agency, or a school

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served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society).

(c) TERMINATION OF ASSISTANCE AND OTHER ACTION.—

(1) DEPARTMENTAL ACTION.—The Secretary is authorized and directed to effectuate subsection (b) by issuing and securing compliance with rules or orders with respect to a public elementary school, public secondary school, local educational agency, or State educational agency that receives funds made available through the Department and that denies equal access, or a fair opportunity to meet, or discriminates, as described in subsection (b).

(2) PROCEDURE.—The Secretary shall issue and secure compliance with the rules or orders, under paragraph (1), through the Office for Civil Rights and in a manner consistent with the procedure used by a Federal department or agency under section 602 of the Civil Rights Act of 1964. If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.

(3) JUDICIAL REVIEW.—Any action taken by the Secretary under paragraph (1) shall be subject to the judicial review described in section 603 of the Civil Rights Act of 1964. Any person aggrieved by the action may obtain that judicial review in the manner, and to the extent, provided in section 603 of such Act.

(d) DEFINITION AND RULE.—

(1) DEFINITION.—In this section, the term "youth group" means any group or organization intended to serve young people under the age of 21.

(2) RULE.—For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

SEC. 8526. [20 U.S.C. 7906] PROHIBITED USES OF FUNDS[15]

No funds under this Act may be used—

(1) for construction, renovation, or repair of any school facility, except as authorized under this Act;

(2) for transportation unless otherwise authorized under this Act;

(3) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;

[15] The amendment made by section 8022(1) of Public Law 114–95 to the section heading for section 8526 (as redesignated) executed above probably should have included a period at the end of the inserted matter.

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(4) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;

(5) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

(6) to operate a program of contraceptive distribution in schools.

SEC. 8526A. [20 U.S.C. 7906a] PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

(a) IN GENERAL.—No officer or employee of the Federal Government shall, through grants, contracts, or other cooperative agreements, mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic standards and assessments, curricula, or program of instruction developed and implemented to meet the requirements of this Act (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards), nor shall anything in this Act be construed to authorize such officer or employee to do so.

(b) FINANCIAL SUPPORT.—No officer or employee of the Federal Government shall condition or incentivize the receipt of any grant, contract, or cooperative agreement, the receipt of any priority or preference under such grant, contract, or cooperative agreement, or the receipt of a waiver under section 8401 upon a State, local educational agency, or school's adoption or implementation of specific instructional content, academic standards and assessments, curricula, or program of instruction developed and implemented to meet the requirements of this Act (including any condition, priority, or preference to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards).

SEC. 8527. [20 U.S.C. 7907] PROHIBITIONS ON FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.

(a) GENERAL PROHIBITION.—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government, including through a grant, contract, or cooperative agreement, to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

(b) PROHIBITION ON ENDORSEMENT OF CURRICULUM.—Notwithstanding any other provision of Federal law, no funds provided to the Department under this Act may be used by the Department, whether through a grant, contract, or cooperative agreement, to endorse, approve, develop, require, or sanction any curriculum, including any curriculum aligned to the Common Core State Standards developed under the Common Core State Standards Initiative

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or any other academic standards common to a significant number of States, designed to be used in an elementary school or secondary school.

(c) LOCAL CONTROL.—Nothing in this section shall be construed to—

(1) authorize an officer or employee of the Federal Government, whether through a grant, contract, or cooperative agreement to mandate, direct, review, or control a State, local educational agency, or school's instructional content, curriculum, and related activities;

(2) limit the application of the General Education Provisions Act (20 U.S.C. 1221 et seq.);

(3) require the distribution of scientifically or medically false or inaccurate materials or to prohibit the distribution of scientifically or medically true or accurate materials; or

(4) create any legally enforceable right.

(d) PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.—

(1) IN GENERAL.—Notwithstanding any other provision of Federal law, no State shall be required to have academic standards approved or certified by the Federal Government, in order to receive assistance under this Act.

(2) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to prohibit a State, local educational agency, or school from using funds provided under this Act for the development or implementation of any instructional content, academic standards, academic assessments, curriculum, or program of instruction that a State, local educational agency, or school chooses, as permitted under State and local law, as long as the use of such funds is consistent with the terms of the grant, contract, or cooperative agreement providing such funds.

(3) BUILDING STANDARDS.—Nothing in this Act shall be construed to mandate national school building standards for a State, local educational agency, or school.

SEC. 8528. [20 U.S.C. 7908] ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.[16]

(a) POLICY.—

(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act (20 U.S.C. 1232g(a)(5)(B)), each local educational agency receiving assistance under this Act shall provide, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the local educational agency, unless the parent of such student has submitted the prior consent request under paragraph (2).

(2) CONSENT.—

(A) OPT-OUT PROCESS.—A parent of a secondary school student may submit a written request, to the local educational agency, that the student's name, address, and telephone listing not be released for purposes of paragraph

[16] There is a corresponding provision of section 8528 that exists in section 503(c) of title 10, United States Code.

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(1) without prior written consent of the parent. Upon receiving such request, the local educational agency may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent.

(B) NOTIFICATION OF OPT-OUT PROCESS.—Each local educational agency shall notify the parents of the students served by the agency of the option to make a request described in subparagraph (A).

(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided to institutions of higher education or to prospective employers of those students.

(4) RULE OF CONSTRUCTION PROHIBITING OPT-IN PROCESSES.—Nothing in this subsection shall be construed to allow a local educational agency to withhold access to a student's name, address, and telephone listing from a military recruiter or institution of higher education by implementing an opt-in process or any other process other than the written consent request process under paragraph (2)(A).

(5) PARENTAL CONSENT.—For purposes of this subsection, whenever a student has attained 18 years of age, the permission or consent required of and the rights accorded to the parents of the student shall only be required of and accorded to the student.

(b) NOTIFICATION.—The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of the enactment of the Every Student Succeeds Act, notify school leaders, school administrators, and other educators about the requirements of this section.

(c) EXCEPTION.—The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

SEC. 8529. [20 U.S.C. 7909] PROHIBITION ON FEDERALLY SPONSORED TESTING.

(a) GENERAL PROHIBITION.—Notwithstanding any other provision of Federal law and except as provided in subsection (b), no funds provided under this Act to the Secretary or to the recipient of any award may be used to develop, incentivize, pilot test, field test, implement, administer, or distribute any federally sponsored national test in reading, mathematics, or any other subject, unless specifically and explicitly authorized by law, including any assessment or testing materials aligned to the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States.

(b) EXCEPTIONS.—Subsection (a) shall not apply to international comparative assessments developed under the authority of section 153(a)(6) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543(a)(6)) and administered to only a representative sample of pupils in the United States and in foreign nations.

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SEC. 8530. [20 U.S.C. 7910] LIMITATIONS ON NATIONAL TESTING OR CERTIFICATION FOR TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS.

(a)[17] MANDATORY NATIONAL TESTING OR CERTIFICATION OF TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS.—Notwithstanding any other provision of this Act or any other provision of law, no funds available to the Department or otherwise available under this Act may be used for any purpose relating to a mandatory nationwide test or certification of teachers, principals, other school leaders, or education paraprofessionals, including any planning, development, implementation, or administration of, or incentive regarding, such test or certification.

(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State educational agency or local educational agency if the State educational agency or local educational agency fails to adopt a specific method of teacher or paraprofessional certification.

SEC. 8530A. [20 U.S.C. 7910a] PROHIBITION ON REQUIRING STATE PARTICIPATION.

Any State that opts out of receiving funds, or that has not been awarded funds, under one or more programs under this Act shall not be required to carry out any of the requirements of such program or programs, and nothing in this Act shall be construed to require a State to participate in any program under this Act.

SEC. 8531. [20 U.S.C. 7911] PROHIBITION ON NATIONWIDE DATABASE.

Nothing in this Act (other than section 1308(b)) shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this Act.

SEC. 8532. [20 U.S.C. 7912] UNSAFE SCHOOL CHOICE OPTION.

(a) UNSAFE SCHOOL CHOICE POLICY.—Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

(b) CERTIFICATION.—As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section.

SEC. 8533. [20 U.S.C. 7913] PROHIBITION ON DISCRIMINATION.

Nothing in this Act shall be construed to require, authorize, or permit, the Secretary, or a State educational agency, local educational agency, or school to grant to a student, or deny or impose upon a student, any financial or educational benefit or burden, in violation of the fifth or 14th amendments to the Constitution or

[17] The amendment made by section 8027(2) of Public Law 114–95 probably should have specified subsection (a) in the instructions. Such amendment was executed in subsection (a) in order to reflect the probable intent of Congress.

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other law relating to discrimination in the provision of federally funded programs or activities.

SEC. 8534. [20 U.S.C. 7914] CIVIL RIGHTS.

(a) IN GENERAL.—Nothing in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.

(b) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1111(d) of title I and part C of title IV, at the commencement of the entity's participation in a grant under section 1111(d) of title I or part C of title IV.

SEC. 8535. [20 U.S.C. 7915] RULEMAKING.

The Secretary shall issue regulations under this Act only to the extent that such regulations are necessary to ensure that there is compliance with the specific requirements and assurances required by this Act.

SEC. 8536. [20 U.S.C. 7916] SEVERABILITY.

If any provision of this Act is held invalid, the remainder of this Act shall be unaffected thereby.

SEC. 8537. [20 U.S.C. 7917] TRANSFER OF SCHOOL DISCIPLINARY RECORDS.

(a) NONAPPLICATION OF PROVISIONS.—This section shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level.

(b) DISCIPLINARY RECORDS.—In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.

SEC. 8538. [20 U.S.C. 7918] CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS.

(a) IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian

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tribes or tribal organizations to meaningfully and substantively contribute to such plan.

(b) DOCUMENTATION.—Each affected local educational agency shall maintain in the agency's records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the State educational agency.

(c) DEFINITIONS.—In this section:

(1) AFFECTED LOCAL EDUCATIONAL AGENCY.—The term "affected local educational agency" means a local educational agency—

(A) with an enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or

(B) that—

(i) for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of title VII (as such subpart was in effect on the day before the date of enactment of the Every Student Succeeds Act) that exceeded $40,000; or

(ii) for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of title VI that exceeded $40,000.

(2) APPROPRIATE OFFICIALS.—The term "appropriate officials" means—

(A) tribal officials who are elected; or

(B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section.

(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed—

(1) to require the local educational agency to determine who are the appropriate officials; or

(2) to make the local educational agency liable for consultation with appropriate officials that the tribe determines not to be the correct appropriate officials.

(e) LIMITATION.—Consultation required under this section shall not interfere with the timely submission of the plans or applications required under this Act.

SEC. 8539. [20 U.S.C. 7919] OUTREACH AND TECHNICAL ASSISTANCE FOR RURAL LOCAL EDUCATIONAL AGENCIES.

(a) OUTREACH.—The Secretary shall engage in outreach to rural local educational agencies regarding opportunities to apply for competitive grant programs under this Act.

(b) TECHNICAL ASSISTANCE.—If requested to do so, the Secretary shall provide technical assistance to rural local educational agencies with locale codes 32, 33, 41, 42, or 43, or an educational service agency representing rural local educational agencies with locale codes 32, 33, 41, 42, or 43 on applications or pre-applications for any competitive grant program under this Act. No rural local

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educational agency or educational service agency shall be required to request technical assistance or include any technical assistance provided by the Secretary in any application.

SEC. 8540. [20 U.S.C. 7920] CONSULTATION WITH THE GOVERNOR.

(a) IN GENERAL.—A State educational agency shall consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, in the development of State plans under titles I and II and section 8302.

(b) TIMING.—The consultation described in subsection (a) shall include meetings of officials from the State educational agency and the Governor's office and shall occur—

(1) during the development of such plan; and

(2) prior to submission of the plan to the Secretary.

(c) JOINT SIGNATURE AUTHORITY.—A Governor shall have 30 days prior to the State educational agency submitting the State plan under title I or II or section 8302 to the Secretary to sign such plan. If the Governor has not signed the plan within 30 days of delivery by the State educational agency to the Governor, the State educational agency shall submit the plan to the Secretary without such signature.

SEC. 8541. [20 U.S.C. 7921] LOCAL GOVERNANCE.

(a) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to allow the Secretary to—

(1) exercise any governance or authority over school administration, including the development and expenditure of school budgets, unless otherwise authorized under this Act;

(2) issue any regulation without first complying with the rulemaking requirements of section 553 of title 5, United States Code; or

(3) issue any nonregulatory guidance without first, to the extent feasible, considering input from stakeholders.

(b) AUTHORITY UNDER OTHER LAW.—Nothing in subsection (a) shall be construed to affect any authority the Secretary has under any other Federal law.

SEC. 8542. [20 U.S.C. 7922] RULE OF CONSTRUCTION REGARDING TRAVEL TO AND FROM SCHOOL.

(a) IN GENERAL.—Subject to subsection (b), nothing in this Act shall authorize the Secretary to, or shall be construed to—

(1) prohibit a child from traveling to and from school on foot or by car, bus, or bike when the parents of the child have given permission; or

(2) expose parents to civil or criminal charges for allowing their child to responsibly and safely travel to and from school by a means the parents believe is age appropriate.

(b) NO PREEMPTION OF STATE OR LOCAL LAWS.—Notwithstanding subsection (a), nothing in this section shall be construed to preempt State or local laws.

SEC. 8543. [20 U.S.C. 7923] LIMITATIONS ON SCHOOL-BASED HEALTH CENTERS.

Notwithstanding section 8102, funds used for activities under this Act shall be carried out in accordance with the provision of section 399z–1(a)(3)(C) of the Public Health Service Act (42 U.S.C. 280h–5(a)(3)(C)).

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SEC. 8544. [20 U.S.C. 7924] STATE CONTROL OVER STANDARDS.

(a) IN GENERAL.—Nothing in this Act shall be construed to prohibit a State from withdrawing from the Common Core State Standards or from otherwise revising their standards.

(b) PROHIBITION.—No officer or employee of the Federal Government shall, directly or indirectly, through grants, contracts or other cooperative agreements, through waiver granted under section 8401 or through any other authority, take any action against a State that exercises its rights under subsection (a).

SEC. 8545. [20 U.S.C. 7925] SENSE OF CONGRESS ON PROTECTING STUDENT PRIVACY.

(a) FINDINGS.—The Congress finds as follows:

(1) Students' personally identifiable information is important to protect.

(2) Students' information should not be shared with individuals other than school officials in charge of educating those students without clear notice to parents.

(3) With the use of more technology, and more research about student learning, the responsibility to protect students' personally identifiable information is more important than ever.

(4) Regulations allowing more access to students' personal information could allow that information to be shared or sold by individuals who do not have the best interest of the students in mind.

(5) The Secretary has the responsibility to ensure every entity that receives funding under this Act holds any personally identifiable information in strict confidence.

(b) SENSE OF CONGRESS.—It is the sense of the Congress that the Secretary should review all regulations addressing issues of student privacy, including those under this Act, and ensure that students' personally identifiable information is protected.

SEC. 8546. [20 U.S.C. 7926] PROHIBITION ON AIDING AND ABETTING SEXUAL ABUSE.

(a) IN GENERAL.—A State, State educational agency, or local educational agency in the case of a local educational agency that receives Federal funds under this Act shall have laws, regulations, or policies that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

(b) EXCEPTION.—The requirements of subsection (a) shall not apply if the information giving rise to probable cause—

(1)(A) has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and

(B) has been properly reported to any other authorities as required by Federal, State, or local law, including title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the regulations implementing such title under part 106 of

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title 34, Code of Federal Regulations, or any succeeding regulations; and

(2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;

(B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

(C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

(c) PROHIBITION.—The Secretary shall not have the authority to mandate, direct, or control the specific measures adopted by a State, State educational agency, or local educational agency under this section.

(d) CONSTRUCTION.—Nothing in this section shall be construed to prevent a State from adopting, or to override a State law, regulation, or policy that provides, greater or additional protections to prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee who engaged in sexual misconduct regarding a minor or student in violation of the law in obtaining a new job.

SEC. 8547. [20 U.S.C. 7927] SENSE OF CONGRESS ON RESTORATION OF STATE SOVEREIGNTY OVER PUBLIC EDUCATION.

It is the Sense of Congress that State and local officials should be consulted and made aware of the requirements that accompany participation in activities authorized under this Act prior to a State or local educational agency's request to participate in such activities.

SEC. 8548. [20 U.S.C. 7928] PRIVACY.

The Secretary shall require an assurance that each grantee receiving funds under this Act understands the importance of privacy protections for students and is aware of the responsibilities of the grantee under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly known as the "Family Education Rights and Privacy Act of 1974").

SEC. 8549. [20 U.S.C. 7929] ANALYSIS AND PERIODIC REVIEW OF DEPARTMENTAL GUIDANCE.

The Secretary shall develop procedures for the approval and periodic review of significant guidance documents that include—

(1) appropriate approval processes within the Department;

(2) appropriate identification of the agency or office issuing the documents, the activities to which and the persons to whom the documents apply, and the date of issuance;

(3) a publicly available list to identify those significant guidance documents that were issued, revised, or withdrawn within the past year; and

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(4) an opportunity for the public to request that an agency modify or rescind an existing significant guidance document.

SEC. 8549A [20 U.S.C. 7930] SENSE OF CONGRESS.

(a) FINDINGS.—The Congress finds as follows:

(1) This Act prohibits the Federal Government from mandating, directing, or controlling a State, local educational agency, or school's curriculum, program of instruction, or allocation of State and local resources, and from mandating a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

(2) This Act prohibits the Federal Government from funding the development, pilot testing, field testing, implementation, administration, or distribution of any federally sponsored national test in reading, mathematics, or any other subject, unless specifically and explicitly authorized by law.

(b) SENSE OF CONGRESS.—It is the sense of the Congress that States and local educational agencies retain the rights and responsibilities of determining educational curriculum, programs of instruction, and assessments for elementary and secondary education.

SEC. 8549B. [20 U.S.C. 7931] SENSE OF CONGRESS ON EARLY LEARNING AND CHILD CARE.

It is the Sense of the Congress that a State retains the right to make decisions, free from Federal intrusion, concerning its system of early learning and child care, and whether or not to use funding under this Act to offer early childhood education programs. Such systems should continue to include robust choice for parents through a mixed delivery system of services so parents can determine the right early learning and child care option for their children. States, while protecting the rights of early learning and child care providers, retain the right to make decisions that shall include the age at which to set compulsory attendance in school, the content of a State's early learning guidelines, and how to determine quality in programs.

SEC. 8549C. [20 U.S.C. 7932] TECHNICAL ASSISTANCE.

If requested by a State or local educational agency, a regional educational laboratory under part D of the Education Sciences Reform Act of 2002 (20 U.S.C. 9561 et seq.) shall provide technical assistance to such State or local educational agency in meeting the requirements of section 8101(21).

Subpart 3—Teacher Liability Protection

SEC. 8551. [20 U.S.C. 7941] SHORT TITLE.

This subpart may be cited as the "Paul D. Coverdell Teacher Protection Act of 2001".

SEC. 8552. [20 U.S.C. 7942] PURPOSE.

The purpose of this subpart is to provide teachers, principals, and other school professionals the tools they need to undertake reasonable actions to maintain order, discipline, and an appropriate educational environment.

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SEC. 8553. [20 U.S.C. 7943] DEFINITIONS.

For purposes of this subpart:

(1) ECONOMIC LOSS.—The term "economic loss" means any pecuniary loss resulting from harm (including the loss of earnings or other benefits related to employment, medical expense loss, replacement services loss, loss due to death, burial costs, and loss of business or employment opportunities) to the extent recovery for such loss is allowed under applicable State law.

(2) HARM.—The term "harm" includes physical, nonphysical, economic, and noneconomic losses.

(3) NONECONOMIC LOSS.—The term "noneconomic loss" means loss for physical or emotional pain, suffering, inconvenience, physical impairment, mental anguish, disfigurement, loss of enjoyment of life, loss of society or companionship, loss of consortium (other than loss of domestic service), hedonic damages, injury to reputation, or any other nonpecuniary loss of any kind or nature.

(4) SCHOOL.—The term "school" means a public or private kindergarten, a public or private elementary school or secondary school, or a home school.

(5) STATE.—The term "State" means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, any other territory or possession of the United States, or any political subdivision of any such State, territory, or possession.

(6) TEACHER.—The term "teacher" means—

(A) a teacher, instructor, principal, or administrator;

(B) another educational professional who works in a school;

(C) a professional or nonprofessional employee who—

(i) works in a school; and

(ii)(I) in the employee's job, maintains discipline or ensures safety; or

(II) in an emergency, is called on to maintain discipline or ensure safety; or

(D) an individual member of a school board (as distinct from the board).

SEC. 8554. [20 U.S.C. 7944] APPLICABILITY.

This subpart shall only apply to States that receive funds under this Act, and shall apply to such a State as a condition of receiving such funds.

SEC. 8555. [20 U.S.C. 7945] PREEMPTION AND ELECTION OF STATE NONAPPLICABILITY.

(a) PREEMPTION.—This subpart preempts the laws of any State to the extent that such laws are inconsistent with this subpart, except that this subpart shall not preempt any State law that provides additional protection from liability relating to teachers.

(b) ELECTION OF STATE REGARDING NONAPPLICABILITY.—This subpart shall not apply to any civil action in a State court against a teacher with respect to claims arising within that State if such

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State enacts a statute in accordance with State requirements for enacting legislation—

(1) citing the authority of this subsection;

(2) declaring the election of such State that this subpart shall not apply, as of a date certain, to such civil action in the State; and

(3) containing no other provisions.

SEC. 8556. [20 U.S.C. 7946] LIMITATION ON LIABILITY FOR TEACHERS.

(a) LIABILITY PROTECTION FOR TEACHERS.—Except as provided in subsection (b), no teacher in a school shall be liable for harm caused by an act or omission of the teacher on behalf of the school if—

(1) the teacher was acting within the scope of the teacher's employment or responsibilities to a school or governmental entity;

(2) the actions of the teacher were carried out in conformity with Federal, State, and local laws (including rules and regulations) in furtherance of efforts to control, discipline, expel, or suspend a student or maintain order or control in the classroom or school;

(3) if appropriate or required, the teacher was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice involved in the State in which the harm occurred, where the activities were or practice was undertaken within the scope of the teacher's responsibilities;

(4) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the teacher; and

(5) the harm was not caused by the teacher operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or the owner of the vehicle, craft, or vessel to—

(A) possess an operator's license; or

(B) maintain insurance.

(b) EXCEPTIONS TO TEACHER LIABILITY PROTECTION.—If the laws of a State limit teacher liability subject to one or more of the following conditions, such conditions shall not be construed as inconsistent with this section:

(1) A State law that requires a school or governmental entity to adhere to risk management procedures, including mandatory training of teachers.

(2) A State law that makes the school or governmental entity liable for the acts or omissions of its teachers to the same extent as an employer is liable for the acts or omissions of its employees.

(3) A State law that makes a limitation of liability inapplicable if the civil action was brought by an officer of a State or local government pursuant to State or local law.

(c) LIMITATION ON PUNITIVE DAMAGES BASED ON THE ACTIONS OF TEACHERS.—

(1) GENERAL RULE.—Punitive damages may not be awarded against a teacher in an action brought for harm based on

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the act or omission of a teacher acting within the scope of the teacher's employment or responsibilities to a school or governmental entity unless the claimant establishes by clear and convincing evidence that the harm was proximately caused by an act or omission of such teacher that constitutes willful or criminal misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed.

(2) CONSTRUCTION.—Paragraph (1) does not create a cause of action for punitive damages and does not preempt or supersede any Federal or State law to the extent that such law would further limit the award of punitive damages.

(d) EXCEPTIONS TO LIMITATIONS ON LIABILITY.—

(1) IN GENERAL.—The limitations on the liability of a teacher under this subpart shall not apply to any misconduct that—

(A) constitutes a crime of violence (as that term is defined in section 16 of title 18, United States Code) or act of international terrorism (as that term is defined in section 2331 of title 18, United States Code) for which the defendant has been convicted in any court;

(B) involves a sexual offense, as defined by applicable State law, for which the defendant has been convicted in any court;

(C) involves misconduct for which the defendant has been found to have violated a Federal or State civil rights law; or

(D) where the defendant was under the influence (as determined pursuant to applicable State law) of intoxicating alcohol or any drug at the time of the misconduct.

(2) HIRING.—The limitations on the liability of a teacher under this subpart shall not apply to misconduct during background investigations, or during other actions, involved in the hiring of a teacher.

(e) RULES OF CONSTRUCTION.—

(1) CONCERNING RESPONSIBILITY OF TEACHERS TO SCHOOLS AND GOVERNMENTAL ENTITIES.—Nothing in this section shall be construed to affect any civil action brought by any school or any governmental entity against any teacher of such school.

(2) CONCERNING CORPORAL PUNISHMENT.—Nothing in this subpart shall be construed to affect any State or local law (including a rule or regulation) or policy pertaining to the use of corporal punishment.

SEC. 8557. [20 U.S.C. 7947] ALLOCATION OF RESPONSIBILITY FOR NONECONOMIC LOSS.

(a) GENERAL RULE.—In any civil action against a teacher, based on an act or omission of a teacher acting within the scope of the teacher's employment or responsibilities to a school or governmental entity, the liability of the teacher for noneconomic loss shall be determined in accordance with subsection (b).

(b) AMOUNT OF LIABILITY.—

(1) IN GENERAL.—

(A) LIABILITY.—Each defendant who is a teacher shall be liable only for the amount of noneconomic loss allocated to that defendant in direct proportion to the percentage of

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responsibility of that defendant (determined in accordance with paragraph (2)) for the harm to the claimant with respect to which that defendant is liable.

(B) SEPARATE JUDGMENT.—The court shall render a separate judgment against each defendant in an amount determined pursuant to subparagraph (A).

(2) PERCENTAGE OF RESPONSIBILITY.—For purposes of determining the amount of noneconomic loss allocated to a defendant who is a teacher under this section, the trier of fact shall determine the percentage of responsibility of each person responsible for the claimant's harm, whether or not such person is a party to the action.

(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to preempt or supersede any Federal or State law that further limits the application of joint liability in a civil action described in subsection (a), beyond the limitations established in this section.

SEC. 8558. [20 U.S.C. 7948] EFFECTIVE DATE.

(a) IN GENERAL.—This subpart shall take effect 90 days after the date of enactment of the No Child Left Behind Act of 2001.

(b) APPLICATION.—This subpart applies to any claim for harm caused by an act or omission of a teacher if that claim is filed on or after the effective date of the No Child Left Behind Act of 2001 without regard to whether the harm that is the subject of the claim or the conduct that caused the harm occurred before such effective date.

Subpart 4—Gun Possession

SEC. 8561. [20 U.S.C. 7961] GUN-FREE REQUIREMENTS.

(a) SHORT TITLE.—This subpart may be cited as the "Gun-Free Schools Act".

(b) REQUIREMENTS.—

(1) IN GENERAL.—Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

(2) CONSTRUCTION.—Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

(3) DEFINITION.—For the purpose of this section, the term "firearm" has the same meaning given such term in section 921(a) of title 18, United States Code.

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(c) SPECIAL RULE.—The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE.—Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance—

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including—

(A) the name of the school concerned;

(B) the number of students expelled from such school; and

(C) the type of firearms concerned.

(e) REPORTING.—Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

(f) DEFINITION.—For the purpose of subsection (d), the term "school" means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

(g) EXCEPTION.—Nothing in this section shall apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

(h) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL.—

(1) IN GENERAL.—No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

(2) DEFINITION.—For the purpose of this subsection, the term "school" has the same meaning given to such term by section 921(a) of title 18, United States Code.

Subpart 5—Environmental Tobacco Smoke

SEC. 8571. [20 U.S.C. 7971] SHORT TITLE.

This part may be cited as the "Pro-Children Act of 2001".

SEC. 8572. [20 U.S.C. 7972] DEFINITIONS.

As used in this part:

(1) CHILDREN.—The term "children" means individuals who have not attained the age of 18.

(2) CHILDREN'S SERVICES.—The term "children's services" means the provision on a routine or regular basis of health, day care, education, or library services—

(A) that are funded, after the date of enactment of the No Child Left Behind Act of 2001, directly by the Federal Government or through State or local governments, by

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Federal grant, loan, loan guarantee, or contract programs—

(i) administered by either the Secretary of Health and Human Services or the Secretary of Education (other than services provided and funded solely under titles XVIII and XIX of the Social Security Act); or

(ii) administered by the Secretary of Agriculture in the case of a clinic (as defined in part 246.2 of title 7, Code of Federal Regulations (or any corresponding similar regulation or ruling)) under section 17(b)(6) of the Child Nutrition Act of 1966; or

(B) that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds, as determined by the appropriate head of a Federal agency in any enforcement action carried out under this part,

except that nothing in clause (ii) of subparagraph (A) is intended to include facilities (other than clinics) where coupons are redeemed under the Child Nutrition Act of 1966.

(3) INDOOR FACILITY.—The term "indoor facility" means a building that is enclosed.

(4) PERSON.—The term "person" means any State or local subdivision of a State, agency of such State or subdivision, corporation, or partnership that owns or operates or otherwise controls and provides children's services or any individual who owns or operates or otherwise controls and provides such services.

(5) SECRETARY.—The term "Secretary" means the Secretary of Health and Human Services.

SEC. 8573. [20 U.S.C. 7973] NONSMOKING POLICY FOR CHILDREN'S SERVICES.

(a) PROHIBITION.—After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility owned or leased or contracted for, and utilized, by such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

(b) ADDITIONAL PROHIBITION.—

(1) IN GENERAL.—After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted for, and utilized by, such person for the provision of regular or routine health care or day care or early childhood education programs.

(2) EXCEPTION.—Paragraph (1) shall not apply to—

(A) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

(B) any private residence.

(c) FEDERAL AGENCIES.—

(1) KINDERGARTEN, ELEMENTARY, OR SECONDARY EDUCATION OR LIBRARY SERVICES.—After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility in the United States operated by such agency, directly or by contract, to provide

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routine or regular kindergarten, elementary, or secondary education or library services to children.

(2) HEALTH OR DAY CARE OR EARLY CHILDHOOD EDUCATION PROGRAMS.—

(A) IN GENERAL.—After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility (or portion of such facility) operated by such agency, directly or by contract, to provide routine or regular health or day care or early childhood education programs to children.

(B) EXCEPTION.—Subparagraph (A) shall not apply to—

(i) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

(ii) any private residence.

(3) APPLICATION OF PROVISIONS.—The provisions of paragraph (2) shall also apply to the provision of such routine or regular kindergarten, elementary or secondary education or library services in the facilities described in paragraph (2) not subject to paragraph (1).

(d) NOTICE.—The prohibitions in subsections (a) through (c) shall be published in a notice in the Federal Register by the Secretary (in consultation with the heads of other affected agencies) and by such agency heads in funding arrangements involving the provision of children's services administered by such heads. Such prohibitions shall be effective 90 days after such notice is published, or 270 days after the date of enactment of the No Child Left Behind Act of 2001, whichever occurs first.

(e) CIVIL PENALTIES.—

(1) IN GENERAL.—Any failure to comply with a prohibition in this section shall be considered to be a violation of this section and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty in an amount not to exceed $1,000 for each violation, or may be subject to an administrative compliance order, or both, as determined by the Secretary. Each day a violation continues shall constitute a separate violation. In the case of any civil penalty assessed under this section, the total amount shall not exceed 50 percent of the amount of Federal funds received under any title of this Act by such person for the fiscal year in which the continuing violation occurred. For the purpose of the prohibition in subsection (c), the term "person", as used in this paragraph, shall mean the head of the applicable Federal agency or the contractor of such agency providing the services to children.

(2) ADMINISTRATIVE PROCEEDING.—A civil penalty may be assessed in a written notice, or an administrative compliance order may be issued under paragraph (1), by the Secretary only after an opportunity for a hearing in accordance with section 554 of title 5, United States Code. Before making such assessment or issuing such order, or both, the Secretary shall give written notice of the assessment or order to such person by certified mail with return receipt and provide information

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in the notice of an opportunity to request in writing, not later than 30 days after the date of receipt of such notice, such hearing. The notice shall reasonably describe the violation and be accompanied with the procedures for such hearing and a simple form that may be used to request such hearing if such person desires to use such form. If a hearing is requested, the Secretary shall establish by such certified notice the time and place for such hearing, which shall be located, to the greatest extent possible, at a location convenient to such person. The Secretary (or the Secretary's designee) and such person may consult to arrange a suitable date and location where appropriate.

(3) CIRCUMSTANCES AFFECTING PENALTY OR ORDER.—In determining the amount of the civil penalty or the nature of the administrative compliance order, the Secretary shall take into account, as appropriate—

(A) the nature, circumstances, extent, and gravity of the violation;

(B) with respect to the violator, any good faith efforts to comply, the importance of achieving early and permanent compliance, the ability to pay or comply, the effect of the penalty or order on the ability to continue operation, any prior history of the same kind of violation, the degree of culpability, and any demonstration of willingness to comply with the prohibitions of this section in a timely manner; and

(C) such other matters as justice may require.

(4) MODIFICATION.—The Secretary may, as appropriate, compromise, modify, or remit, with or without conditions, any civil penalty or administrative compliance order. In the case of a civil penalty, the amount, as finally determined by the Secretary or agreed upon in compromise, may be deducted from any sums that the United States or the agencies or instrumentalities of the United States owe to the person against whom the penalty is assessed.

(5) PETITION FOR REVIEW.—Any person aggrieved by a penalty assessed or an order issued, or both, by the Secretary under this section may file a petition for judicial review of the order with the United States Court of Appeals for the District of Columbia Circuit or for any other circuit in which the person resides or transacts business. Such person shall provide a copy of the petition to the Secretary or the Secretary's designee. The petition shall be filed within 30 days after the Secretary's assessment or order, or both, are final and have been provided to such person by certified mail. The Secretary shall promptly provide to the court a certified copy of the transcript of any hearing held under this section and a copy of the notice or order.

(6) FAILURE TO COMPLY.—If a person fails to pay an assessment of a civil penalty or comply with an order, after the assessment or order, or both, are final under this section, or after a court has entered a final judgment under paragraph (5) in favor of the Secretary, the Attorney General, at the request of the Secretary, shall recover the amount of the civil penalty

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(plus interest at prevailing rates from the day the assessment or order, or both, are final) or enforce the order in an action brought in the appropriate district court of the United States. In such action, the validity and appropriateness of the penalty or order or the amount of the penalty shall not be subject to review.

SEC. 8574. [20 U.S.C. 7974] PREEMPTION.

Nothing in this part is intended to preempt any provision of law of a State or political subdivision of a State that is more restrictive than a provision of this part.

PART G—EVALUATIONS

SEC. 8601. [20 U.S.C. 7981] EVALUATIONS.

(a) RESERVATION OF FUNDS.—Except as provided in subsection (b) and (e), the Secretary, in consultation with the Director of the Institute of Education Sciences, may reserve not more than 0.5 percent of the amount appropriated for each program authorized under this Act to carry out activities under this section. If the Secretary elects to make a reservation under this subsection, the reserved amounts—

(1) shall first be used by the Secretary, acting through the Director of the Institute of Education Sciences, to—

(A) conduct comprehensive, high-quality evaluations of the programs that—

(i) are consistent with the evaluation plan under subsection (d); and

(ii) primarily include impact evaluations that use experimental or quasi-experimental designs, where practicable and appropriate, and other rigorous methodologies that permit the strongest possible causal inferences;

(B) conduct studies of the effectiveness of the programs and the administrative impact of the programs on schools and local educational agencies; and

(C) widely disseminate evaluation findings under this section related to programs authorized under this Act—

(i) in a timely fashion;

(ii) in forms that are understandable, easily accessible, usable, and adaptable for use in the improvement of educational practice;

(iii) through electronic transfer and other means, such as posting, as available, to the websites of State educational agencies, local educational agencies, the Institute of Education Sciences, or the Department, or in another relevant place; and

(iv) in a manner that promotes the utilization of such findings; and

(2) may be used by the Secretary, acting through the Director of the Institute of Education Sciences—

(A) to evaluate the aggregate short- and long-term effects and cost efficiencies across—

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(i) Federal programs assisted or authorized under this Act; and

(ii) related Federal early childhood education programs, preschool programs, elementary school programs, and secondary school programs, under any other Federal law;

(B) to increase the usefulness of the evaluations conducted under this section by improving the quality, timeliness, efficiency, and use of information relating to performance to promote continuous improvement of programs assisted or authorized under this Act; and

(C) to assist recipients of grants under such programs in collecting and analyzing data and other activities related to conducting high-quality evaluations under paragraph (1).

(b) TITLE I.—The Secretary, acting through the Director of the Institute of Education Sciences, shall use funds authorized under section 1002(e) to carry out evaluation activities under this section related to title I, and shall not reserve any other money from such title for evaluation.

(c) CONSOLIDATION.—Notwithstanding any other provision of this section or section 1002(e), the Secretary, in consultation with the Director of the Institute of Education Sciences—

(1) may consolidate the funds reserved under subsections (a) and (b) for purposes of carrying out the activities under subsection (a)(1); and

(2) shall not be required to evaluate under subsection (a)(1) each program authorized under this Act each year.

(d) EVALUATION PLAN.—The Director of the Institute of Education Sciences, shall, on a biennial basis, develop, submit to Congress, and make publicly available an evaluation plan, that—

(1) describes the specific activities that will be carried out under subsection (a) for the 2-year period applicable to the plan, and the timelines of such activities;

(2) contains the results of the activities carried out under subsection (a) for the most recent 2-year period; and

(3) describes how programs authorized under this Act will be regularly evaluated.

(e) EVALUATION ACTIVITIES AUTHORIZED ELSEWHERE.—If, under any other provision of this Act, funds are authorized to be reserved or used for evaluation activities with respect to a program, the Secretary may not reserve additional funds under this section for the evaluation of that program.

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Page 691

From: OESE.RecognizED
Sent: 6 Apr 2018 19:36:27 +0000
To: OESE.RecognizED;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;'Juanita.Baker@ed.gov';Banks, Amy;'Amanda.Barney@ed.gov';Barren, Morris;'Bearden, Susan';Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;'Browning, Andrea';Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;'Coffman, Lisa';Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Foster, Crystal;'Foster, Keila';Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;'Hannestad, Katie';Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;'angela.he@ed.gov';Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;'nalini.lamba.nieves@ed.gov';Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;'Smith, Andrew V.';Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;'Vann, Angela';Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;'Casandra.Woodall@ed.gov';Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;'Poirier, Kylie';Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Joseph, Denise;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David;Pace, Sheba;Rogers, Melvin
Subject: FW: RecognizED Meet-Up: NATIONAL POETRY MONTH CELEBRATION: LANGSTON HUGHES AND THE HARLEM RENAISSANCE
Attachments: The RecognizED Series 2018 #1.docx

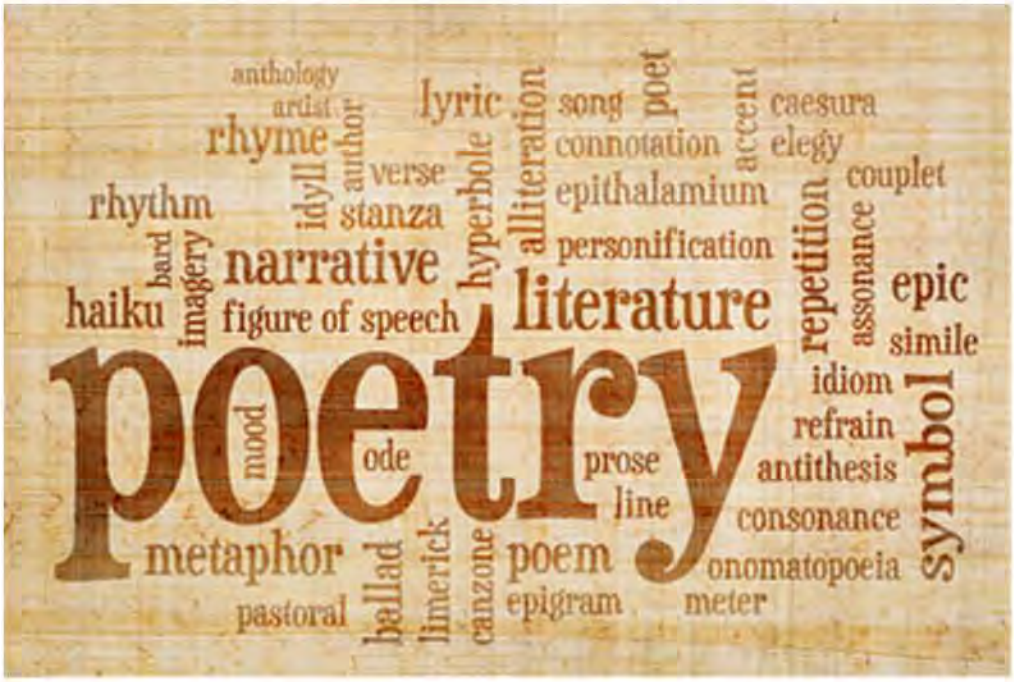
RecognizED Meet-Up

Presented by RecognizED!

NATIONAL POETRY MONTH CELEBRATION:

AMERICAN OVERSIGHT

LANGSTON HUGHES AND THE HARLEM RENAISSANCE*
Wednesday, April 11, 2018
12:00-1:00 pm



PRESENTER: SHEBA N. PACE, PH.D. (OPE-SS)

DISCUSSION: THIS SESSION WILL FOCUS ON HUGHES' BIOGRAPHY,

AMERICAN OVERSIGHT

POETRY, AND INFLUENCE ON AMERICAN CULTURE
LOCATION:1W126 (LBJ)

Telephone Conference: Call in number: (b)(6)

(b)(6)

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

*All are welcome!

For more information, please email: RecognizED@ed.gov

Upcoming RecognizED Schedule:

Hope to see you there!!

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Presenting ....

*The RecognizED Series**

Month	Topics	Presenter	Room Numbers
April 11th	Be Poetic – A Poetry Journey	Sheba Pace	1W126
April 12th	The Library Tour	Sara Trettin	Library
May 9th	Culture Champions	Carolyn Collins	1W126
June 13th	Employee Engagement	Treneisha Jones -Gaston	240-20
July 11th	Dignity and Respect, Part II	Ray Crawford	1W126
August 8th	Self-care/Children's Books	Celeste Rodriquez	Library
September 12th	Essential Oils for cleaning & more	Denise M. Joseph	1W126
October 10th	Law-Phil-ness 2.0	Phil Rosenfelt	240-20
November 14th	Leadership and Ego, Part II	Jason Botel	240-20
December 12th	Tour of the Student Art Exhibits	Jacquelyn Zimmermann	Maryland Avenue Lobby
TBD	Growing with Value	Kathleen McMillian –Roberts	1W126

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All sessions will be held from 12pm -1pm

*All are welcome!

For more information, please contact RecognizED@ed.gov

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From: OESE.RecognizED
Sent: 10 Apr 2018 21:22:34 +0000
To: OESE.RecognizED;Ramirez, Lisa;Crawford, Ray;Adams, Bernadette;Pace, Sheba;Ahmady, Lori;Rogers, Melvin;Akinsipe, Jasmine;Avery, Tawanda;'Juanita.Baker@ed.gov';Banks, Amy;'Amanda.Barney@ed.gov';Barren, Morris;'Bearden, Susan';Blue, Brittany;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;'Browning, Andrea';Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;'Coffman, Lisa';Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dufresne, Bernard;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Fleming, Patrice;Foster, Crystal;'Foster, Keila';Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;'Hannestad, Katie';Harper, Geoffrey;Harrison, Lisa;Harwarth, Irene;'angela.he@ed.gov';Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;'nalini.lamba.nieves@ed.gov';Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Miceli, Roberta;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quesinberry, Elaine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;'Smith, Andrew V.';Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;'Vann, Angela';Washington, Mark;Whitaker, Heather;White, April;Ahmad, Shavonney;White, Nicole;'Casandra.Woodall@ed.gov';Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;'Poirier, Kylie';Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Joseph, Denise;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Chin, David
Subject: FW: RecognizED Meet-Up: The Library Tour
Attachments: RecognizED April 12 Flyer 2018 .docx, The RecognizED Series 2018 #1.docx

RecognizED Meet-Up

Presented by RecognizED!

AMERICAN OVERSIGHT

Wednesday, April 12, 2018
12:00-1:00 pm

PRESENTER: Sara Trettin (OET)
DISCUSSION: THIS SESSION WILL FOCUS ON National Library Week
LOCATION: National Library of Education (LBJ Basement)
Telephone Conference: Walking Tour – no phone line

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

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Here is the flyer for the 12th and then the RecognizED Series for the year.

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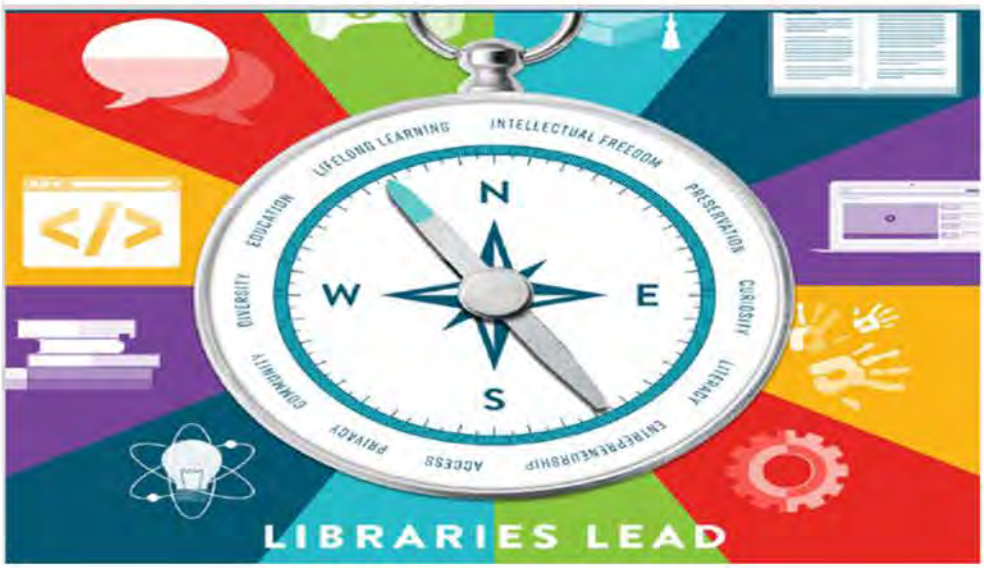
RecognizED Meet-Up

Presented by RecognizED!

Wednesday, April 12, 2018
12:00-1:00 pm



PRESENTER: Sara Trettin (OET)
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*The RecognizED Series**

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November 14th	Leadership and Ego, Part II	Jason Botel	240-20
December 12th	Tour of the Student Art Exhibits	Jacquelyn Zimmermann	Maryland Avenue Lobby
TBD	Growing with Value	Kathleen McMillian –Roberts	1W126

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All sessions will be held from 12pm -1pm

*All are welcome!

For more information, please contact RecognizED@ed.gov

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From: Escalante, Melissa
Sent: 22 Mar 2018 20:12:07 +0000
To: Escalante, Melissa;Anand, Supreet;Coleman, Sharon;Diggs, Vernice;Lopez, Francisco Javier;Lopez, Samuel;McLaughlin, Celeste;Nguyen-Lam, Kimoanh;Schneider, Diana;Sepulveda, Anthony;Swann, Patrice;Testa, Itzetht;Van Pelt, Steve;Viana, Jose;Woodley, Danita;Zhang, Fengju;Bogart, Joanne;Ramakis, Jessica;Holte, Allison;Petracca, Ronald;Le Menestrel, Suzanne;Hammer, Victoria;Judd, Elizabeth;Rodriguez, Blanca
Cc: Lee, Erica;Braga, Leticia;Yamashiro, Amy;Metzger, Ivan;Abrams, Andrew;Churchwell, Nikki;Warner, Julie;Factor, Laiah;Viana, Aimee;Caudillo, Emmanuel;Botel, Jason;Ham, Holly;Gillette, Lisa;Ramirez, Lisa;Martinez, Maria V. (OM);Rodriguez, Celeste;Negron-Perez, Hamed
Subject: FW: RPP Session - Educating Young Dual Language and English Learners
Attachments: RPP March 26 2018. final.pdf

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MAR. 26, 2018 2-4 P.M (ET)

Educating Young Dual Language and English Learners

This expert seminar will provide a brief overview of a recent report from the National Academies of Sciences, Engineering, and Medicine that examines what research reveals about learning English from early childhood through high school. Eugene García, Ph.D. will provide an overview of relevant research on guiding principles, programs, practices, and strategies that promote positive developmental and educational outcomes for dual language learners in early care and education settings. His presentation will provide a specific emphasis on the prekindergarten years, ages 3 to 5. A question and answer session and discussion will follow Dr. García's presentation.

To view the seminar online, go to https://edstream.ed.gov/webcast/Play/2b524bf796cf4f57994daf67c7d459aa1d

Internal users can view it on mediasite.ed.gov.

To RSVP or request reasonable accommodations, please email Anthony Sepulveda at Anthony.Sepulveda@ed.gov, or at 202-260-0464.

Sponsored by the U.S. Department of Education's Office of English Language Acquisition and the National Academies of Sciences, Engineering, and Medicine

U.S. Department of Education
PCP Auditorium (10th floor)
550 12th St. S.W.
Washington, DC

National Academies of Sciences, Engineering, and Medicine Present a New Study,

Promoting the Educational Success of Children and Youth Learning English

Expert Seminar Series

https://www.nap.edu/read/24677/chapter/9#chapter07_pz14-25_1

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Mar 2018 15:52:46 +0000
To: Botel, Jason
Subject: GET SHUTTLE INFO

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Mar 2018 15:53:05 +0000
To: Botel, Jason
Subject: GET SHUTTLE INFO

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Mar 2018 14:05:20 +0000
To: Botel, Jason;Grant, Damaris
Subject: HOLD: jason pre-meet with OM

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Apr 2018 13:14:02 +0000
To: Botel, Jason
Subject: HOLD: Meeting with Interior

Kathryn Walker is coordinating this meeting.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Apr 2018 14:01:15 +0000
To: Botel, Jason
Subject: HOLD: National Teacher of the Year Award

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Mar 2018 12:58:00 +0000
To: Botel, Jason
Subject: JASON DOC APPT

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Apr 2018 10:11:37 +0000
To: Botel, Jason;Grant, Damaris;Ramirez, Lisa
Subject: Lisa and Jason discuss

1. Let's look together at "Information Collections…" and discuss
2. Share SEL TA center NIA with Sarah Stabile-in second round of clearance. Comments are expected to be back Wednesday, April 4, 2018.

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From: Botel, Jason
Sent: 26 Mar 2018 20:46:37 +0000
To: Botel, Jason;Rountree, Schwanda;Condah, L'Tosha
Subject: MEET: Adverse Action

Meeting Name: Meeting with Schwanda and L'Tosha
Purpose: To discuss proposed adverse action
Location: Jason's Office

Conference Line

866-722-0311

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Mar 2018 18:40:30 +0000
To: Botel, Jason;Condah, L'Tosha
Subject: MEET: Discuss Douglas Factor with L'Tosha

Meeting Name: Meeting with L'Tosha
Purpose: To discuss Douglas Factor
Location: Jason's office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Apr 2018 15:48:35 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Watson, Debbie;Hunter, Tina;Hodel, Hannah;Curet-Rivera, Luz;Lovitt, Brittney;Coxen, Carrie;Norris, Elizabeth
Subject: MEET: OESE Clearance SharePoint Site Discussion

Meeting Name: OESE Clearance SharePoint Site Discussion
Purpose: Discuss sharepoint

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From: Lee, Ebony
Sent: 16 Apr 2018 16:00:31 +0000
To: Lee, Ebony;Morrow, Jean;Bailey, Nathan;Hill, Elizabeth;Botel, Jason;Whitaker, Heather;Broadwater, Sara;Simmons, Lee (Dougie);Rinkus, Christopher
Cc: Norris, Elizabeth
Subject: Meeting- STEM Camp

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Apr 2018 13:04:10 +0000
To: Botel, Jason
Subject: NSTC FC-STEM

Per Chloe's email -----

Subject: NSTC FC-STEM

Good evening:

You have been identified by your senior leadership as the agency representative to the National Science and Technology Council (NSTC) FC-STEM subcommittee. Congratulations on your nomination to this group which is responsible for leading the White House's STEM Education initiative. As a subcommittee member, you will represent your agency and its equities and also actively participate in shaping the next 5-year Strategic Plan for STEM Education and other related events and efforts. The first meeting of this reconstituted group will be on **May 8th in the Eisenhower Executive Office Building (EEOB)**. The FC-STEM Executive Secretary will be reaching out with additional details and an invite.

Thank you again for your participation.

Sincerely,

Chloe Kontos
Executive Director, National Science and Technology Council
Office of Science and Technology Policy
Executive Office of the President
(b)(6) @ostp.eop.gov

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 9 Apr 2018 16:31:09 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa;Gillette, Lisa
Subject: OME All Staff Meeting (10mins)

***Please see time pushed backed to 10:35am**

(Jason/Mark/Lisa) Attend OME Staff Meeting for 10min from (10:35a-10:45am)

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 11 Apr 2018 19:04:28 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason
Subject: OSS Policy
Attachments: strategic-plan.pdf, Untitled, Untitled, Untitled, Untitled, Untitled

Please see call-in information:

(b)(6)

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U.S. Department of Education Strategic Plan for Fiscal Years 2018–22

ED-17-0431-F-004186

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Message from the Secretary

When confronted with any decision at the Department, my first question is always the same: what will most benefit students? Improving education for every student is the entirety of the Department's mission, and this administration remains laser-focused on keeping students at the center of all we do.

In order to better serve students and prepare them for the opportunities and challenges of the 21st century, we can no longer afford to simply tinker around the edges. The U.S. Department of Education's *Strategic Plan for Fiscal Years (FY) 2018–22* provides a bold framework for implementing President Trump's education agenda to help our students succeed and strengthen America's global competitiveness. We can take significant strides toward addressing the shortcomings in American education by returning decision-making power to those closest to students: parents, educators, states and local communities.

The *Every Student Succeeds Act* (ESSA)–signed into law in 2015 and currently in its first year of implementation–does just that. No two states are the same–each has its own unique education challenges and opportunities. And, as in any other sector, the best solutions in education will come from the bottom up, not mandated from the top down. ESSA's organizing principle reflects this reality: states, not the federal government, must lead the way in improving education for every student in America. It is our hope that, in turn, the states will do the right thing and empower parents and local communities.

Implementing ESSA is just the first step in making education more student-centric to serve the inherent unique needs of each child. Every student has different abilities and learns in different ways. Students should have access to a wide range of educational options, and their families should be able to choose the learning environment that best meets the needs of their child. It is imperative all students gain that access, regardless of where they live or how much money their family earns.

But a student's education should not end after graduating from high school. There are many pathways students can choose in their quest for lifelong learning and employment, and the number of students seeking alternatives to a traditional 4-year college degree is expected to grow in the coming years. We are committed to supporting the expansion of available postsecondary education opportunities to better meet students' needs and give them the skills to succeed.

We have started by making Pell Grants available year-round. This gives low-income students the flexibility to complete their education at a faster pace if they so choose, thereby potentially reducing their debt and allowing them to pursue the next chapter of their lives.

Access to federal student aid has allowed millions of students to further their education, yet the customer experience for acquiring and paying off these loans has been subpar at best. Complex applications, confusing notifications and multiple platforms have all led to a lack of clarity and created an onerous process for borrowers. This reality has prompted us to begin transforming Federal Student Aid's service delivery by implementing the Next Generation Processing and Servicing Environment. There is no reason a student should not be able to fill out the Free Application for Federal Student Aid (FAFSA) on their phone in one sitting. Our goal is to put in place an environment that will greatly enhance the user experience while protecting taxpayer dollars.

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Finally, it is important for the Department not only to look for avenues where we can help, but also to examine whether we are creating unnecessary burdens on educators, administrators and, most importantly, families. We want to foster a culture of innovation in education, and that begins by reviewing and removing those regulations that make it harder for educators to do what they do best: educate.

Per the President's executive order on regulatory reform, the Department is conducting a thorough review of all regulations and guidance documents currently on the books to ensure they are helping, not hindering, students. After an initial review, we rescinded over 600 outdated subregulatory documents, making it easier for families, educators and administrators to find relevant resources the Department provides.

It is incumbent upon us to bring education up to speed to meet the ever-evolving demands of the 21st century. Thanks to the support of the President, and with the efforts of our entire staff, the Department of Education is poised to do just that.

Betsy DeVos
Secretary of Education

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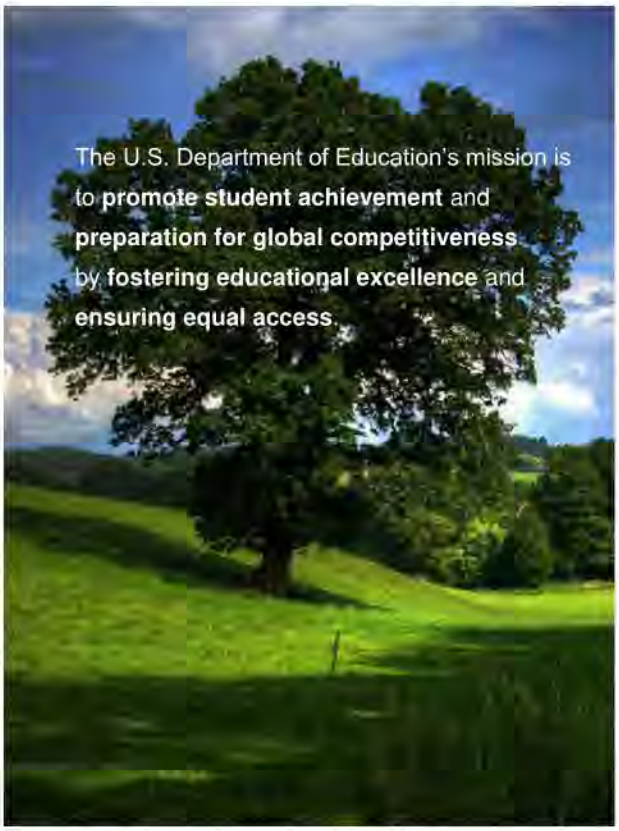
Department's Mission



The U.S. Department of Education (the Department) executes the laws passed by Congress to promote student academic achievement and preparation for global competitiveness. The Department works with parents, students, educational institutions, school districts and states to foster educational excellence and to ensure equal access to education for all students.

The Department pursues its mission by administering programs that provide services throughout an individual's entire lifespan–from early intervention services to employment programs. Many of these programs provide grants to state or local educational agencies and support students and families from vulnerable populations, including children with disabilities and those from disadvantaged backgrounds. These programs also provide grants and loans to postsecondary students and facilitate research that examines ways that schools, districts, states and postsecondary institutions can improve America's education system. In addition, the Department fulfills its mission through the enforcement of civil rights laws that ensure equal access.

While recognizing the primary role of states and school districts in providing high-quality education, the Department is committed to helping ensure students throughout the nation develop skills to succeed in school, pursue postsecondary opportunities and transition to the workforce. Through its *Strategic Plan for Fiscal Years (FY) 2018–22*, the Department's vision is to support educational institutions, parents, families and communities in developing their capacity to improve outcomes for all students. The Department's Strategic Goals and associated Strategic Objectives are shown in Figure 1.

In addition to establishing the Strategic Goals and Strategic Objectives that will guide the Department's policy, budget and human resource decisions during the next four years, this *Strategic Plan* aligns with the Agency Reform Plan. Specifically, the implementation strategies that support this *Strategic Plan* leverage opportunities to manage programs and to deliver services more effectively to the students, parents and communities the Department serves, as well as to create a more productive and rewarding place to work for its employees.

The Department engaged stakeholders during the development of this *Strategic Plan* and its Agency Reform Plan. Specifically, in July 2017, the Department invited feedback from education stakeholders on how the Department could best serve the needs of America's students, families and educators and implement its mission. The Department also shared the initial draft of the *Strategic Plan* framework with Congress at that time. This early consultation informed the development of both plans. In November 2017, the Department shared a draft of its *Strategic Plan* on its website and invited feedback again. This *Strategic Plan* establishes goals and objectives that aim to improve services to the public by increasing the flexibility and support the Department provides to states, districts and postsecondary institutions in their efforts to provide a high-quality education to all students.

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FY 2018–22 Strategic Goals and Strategic Objectives

Strategic Goal 1: Support state and local efforts to improve learning outcomes for all P-12 students in every community.	
Strategic Objective 1.1	Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
Strategic Objective 1.2	Provide all P-12 students with equal access to high-quality educational opportunities.
Strategic Objective 1.3	Prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics (STEM).
Strategic Objective 1.4	Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.
Strategic Goal 2: Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.	
Strategic Objective 2.1	Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.
Strategic Objective 2.2	Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.
Strategic Objective 2.3	Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.
Strategic Objective 2.4	Improve quality of service for customers across the entire student aid life cycle.
Strategic Objective 2.5	Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.
Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.	
Strategic Objective 3.1	Improve the Department's data governance, data life cycle management and the capacity to support education data.
Strategic Objective 3.2	Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
Strategic Objective 3.3	Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.
Strategic Goal 4: Reform the effectiveness, efficiency and accountability of the Department.	
Strategic Objective 4.1	Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.
Strategic Objective 4.2	Identify, assess, monitor and manage enterprise risks.
Strategic Objective 4.3	Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.
Strategic Objective 4.4	Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

Figure 1. FY 2018–22 Strategic Goals and Strategic Objectives

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In collaboration with the Office of Management and Budget (OMB), the Department establishes four Agency Priority Goals (APGs) for FY 2018–19 that align with this *Strategic Plan* and the Agency Reform Plan. These APGs and the related Strategic Objectives are shown in Figure 2 below.

FY 2018–19 Agency Priority Goals

APG	Related Strategic Objective
Improve the access to, and the quality and transparency of, school choice options for K-12 students. By September 30, 2019, the Charter School Program (CSP) will support the creation and expansion of 300 new charter schools nationally. The CSP will also support the enrollment of 50,000 students in new charter schools. Additionally, by September 30, 2019, the Department will disseminate eight resources, at least one per quarter, on evidence-based and promising practices related to school choice.	**Strategic Objective 1.1:** Increase high-quality educational options and empower students and parents to choose an education that meets their needs.
Improve borrowers' access to quality customer service. By September 30, 2019, Federal Student Aid will improve customers' access to and availability of quality customer service by decreasing the overall average speed of answer to 60 seconds or less, decreasing abandoned rates to three percent or less and requiring all non-default federal student loan servicers to expand and standardize call center hours.	**Strategic Objective 2.4:** Improve quality of service for customers across the entire student aid life cycle.
Improve student privacy and data security at Institutions of Higher Education (IHEs) through outreach and compliance efforts. By September 30, 2019, the Department will increase information security program outreach activities to IHEs by 40% in order to help protect IT systems and data privacy and commence audits of IHEs subject to A-133 and Gramm-Leach-Bliley Act (GLBA), resulting in 36 IHEs (from a baseline of zero) completing an audit of GLBA-related information security safeguards with no significant findings.	**Strategic Objective 3.2:** Improve privacy protections for, and transparency of, education data both at the Department and in the education community.
Provide regulatory relief to education stakeholders. By September 30, 2019, the Department will reduce the regulatory burden on education stakeholders by submitting to OMB no less than 25 deregulatory actions (against a baseline of zero (0) for FYs 2015 and 2016).	**Strategic Objective 4.1:** Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

Figure 2. FY 2018–19 Agency Priority Goals

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Cross-Agency Priority (CAP) Goals

In addition to the APGs, the Department contributes to CAP Goals established by the Administration. These CAP Goals are used by leadership to accelerate progress on a limited number of Presidential priority areas where implementation requires active collaboration among multiple agencies. The Department will contribute to the CAP goals, as appropriate and will include information on its contributions in the *FY 2018 Annual Performance Report and FY 2020 Annual Performance Plan*.

The Department supports educational institutions, parents and state and local communities in developing their capacity to improve outcomes for all students. As such, the success of this *Strategic Plan* relies on the resources available for the Department to support these education stakeholders.

Details on annual performance and program evaluations are available in the Department's Annual Performance Reports, available online at https://www2.ed.gov/about/reports/annual/index.html.

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Strategic Goal 1

Support state and local efforts to improve learning outcomes for all P-12 students in every community.

Outcomes

Strategic Goal 1 and Strategic Objectives 1.1-1.4 focus on outcomes related to the transition from the *No Child Left Behind Act* to implementation of the *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act* in December 2015.

***Every Student Succeeds Act* (ESSA) Highlights**

- Solidifies high expectations for all students.
- Provides for a balanced approach to testing.
- Provides opportunities for children to access high-quality preschool.
- Invests in evidence-based and innovative local programs.
- Provides intervention and support for schools and students that need the most help.

The hallmark of the ESSA is the flexibility it provides for states. The ESSA maintains important transparency and accountability provisions for all students. Additionally, grants and programs authorized by law help ensure that all students receive a well-rounded education. The ESSA provides the flexibility for states to do what is best for children while preserving important protections for economically disadvantaged students, children with disabilities, English language learners and other vulnerable students. The law requires that states take steps to ensure all students have access to excellent teachers and positive, safe learning environments that equip them for college and career success.

The ESSA requires states to develop program plans with ambitious targets to close student achievement and graduation rate gaps among student groups to meet established goals that require progress for all students.

The Department will annually work with states to ensure that all required public data elements related to student and school performance are being reported in the required timeframe. Increased transparency will empower parents and students and will provide an opportunity for states and other education and community stakeholders to identify areas for targeted technical assistance that the Department can support.

The ESSA ensures that all students have access to excellent teachers and a positive and safe learning environment to equip them for college and career success.

The Department's work on this Strategic Goal and related objectives also supports children with disabilities. Pursuant to the *Individuals with Disabilities Education Act* (IDEA), the Department works to ensure that all eligible children with disabilities have a free appropriate public education designed to meet their unique needs and prepare them for further education, employment and independent living.

To meet this responsibility, the Department works to protect the rights of children with disabilities and their parents, to promote systemic improvement in the delivery of special education services and related services and of supplementary aids and services and to support the development and implementation of personnel preparation. The Department also provides states and localities with the technical assistance and other support necessary to improve educational results for children with disabilities.

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The Department will provide technical assistance through a variety of modes, by:

- Providing tools, resources and technical support related to understanding the requirements of the laws.
- Engaging in performance reviews to ensure implementation of the laws.
- Providing individual assistance as needed, as well as opportunities for peer-to-peer learning through communities of practice and learning collaboratives to expose educators to subject matter experts and promising practices in other states.

Technical Assistance to Support Strategic Goal 1

- Tools, resources and technical support.
- Performance reviews.
- Individual assistance and peer-to-peer learning through communities of practice.

This technical assistance aims to support states that implement evidence-based practices, continuous improvement, data reporting, engagement of stakeholders, effective allocation of resources and management of performance to maximize opportunity and the impact of federal programs.

Strategic Objective 1.1

Increase high-quality educational options and empower students and parents to choose an education that meets their needs.

The Department will support greater state and local flexibility in elementary and secondary education and encourage state and local educational agencies to increase the number and quality of educational opportunities to provide for meaningful school choice. This Strategic Objective aims to improve access to high-quality K-12 educational options by supporting school choice and providing families, especially families from historically underserved communities, with the information and tools needed to select the option that best meets their children's needs. Regardless of ZIP code or family income, parents and students should have access to high-quality educational options.

Implementation Strategies

To implement this Strategic Objective, the Department will encourage state and local educational agencies to expand school choice by administering programs that increase educational options (e.g., the Charter Schools Program and the Magnet Schools Assistance Program). The Department will also promote the adoption of student-centered funding formulas combined with open enrollment systems. Additionally, the Department will support state and local efforts by providing technical assistance that:

Expanded Educational Options to Support School Choice

- Charter Schools Program.
- Student-centered funding formulas.
- Open enrollment systems.

- Encourages collaboration with external organizations and subject matter experts.
- Supports the implementation of innovative practices.
- Highlights and benchmarks best practices.
- Supports states in the implementation of their ESSA plans.
- Ensures federal funding is dispersed to all schools, including charter schools, both equitably and in accordance with the law.
- Strengthens chartering and charter school quality.

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- Empowers parents and students by disseminating information about school choice options.
- Protects the rights of economically disadvantaged students, children with disabilities, English language learners and other vulnerable learners.

Through this Strategic Objective, the Department will seek to create new opportunities to support school choice, including support for new investments in public and private school choice.

Strategic Objective 1.2

Provide all P-12 students with equal access to high-quality educational opportunities.

This Strategic Objective considers characteristics that are necessary to ensure both access to opportunities and the quality of such opportunities. The ESSA provides a framework to characterize high-quality educational opportunities, including:

- High academic standards and high-quality assessments.
- A well-rounded education that includes a safe and healthy environment and integrated technology.
- Access to effective teachers and strong systems of collaboration among education stakeholders.
- Proper support and interventions for struggling students and opportunities for enrichment experiences before, after and during the school day.

The ESSA provides a framework that characterizes high-quality educational opportunities.

Access to such educational opportunities for all students, regardless of race, color, religion, sex, national origin or disability, is critical for students to have the opportunity to reach their full potential.

Implementation Strategies

School quality, climate and safety are essential components of a high-quality educational opportunity. The primary implementation strategy for this Strategic Objective is to support educational institutions, parents and communities in developing their capacity to improve outcomes for all students. In this support role, the Department will:

- Provide technical assistance and tools to support states and increase their capacity to implement their ESSA state plans.
- Support state and local educational agencies in improving school conditions, thereby increasing access to instructional time and learning.
- Ensure students with disabilities have access to special education and related services and supplementary aids and services that meet their unique educational needs, including appropriately ambitious individualized education program goals and the chance to meet challenging objectives.
- Leverage Department accountability systems, such as the Office of Special Education and Rehabilitative Services' Results Driven Accountability, to support states in improving outcomes for students.
- Support educational agencies as they improve and increase their technology infrastructure, connectivity and professional development to effectively integrate educational technology.
- Support increased access to transformative learning experiences through the use of high-quality digital resources, including openly-licensed resources, particularly for rural students.
- Ensure equal access to education and promote educational excellence across the nation through vigorous enforcement of civil rights and the provision of technical assistance to help

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schools achieve compliance with the civil rights laws enforced by the Office for Civil Rights (OCR).

- Monitor and share data from ESSA state plans, including data specific to conditions of learning and educator effectiveness, so that the public is aware of state educational agencies' goals and activities.
- Support the implementation of evidence-based strategies in instructional language programs for English learners through technical assistance and dissemination of new research and information on English Language Learner pedagogy.
- Monitor and share data and information from IDEA State Performance Plans, including the State Systemic Improvement Plan, so that the public is aware of the extent to which each state is meeting the requirements of IDEA and improving results for children with disabilities.
- Support state agencies and local providers in improving results for young children with disabilities by providing technical assistance and support.
- Provide evidence-based resources and technical assistance through the Office of Special Education Programs (OSEP) and OSEP-funded technical assistance centers to states, schools, early childhood programs and families to support the smooth transitions of preschoolers with disabilities from early intervention to preschool and from preschool to kindergarten.

Strategic Objective 1.3

Prepare all students for successful transitions to college and careers by supporting access to dual enrollment, job skills development and high-quality science, technology, engineering and mathematics (STEM).

This Strategic Objective will help the Department support state and local educational agencies in the implementation of well-rounded education programs that prepare students for college and careers. All students, including students with disabilities and educationally disadvantaged students, have the right to reach their full potential. Students should have opportunities that prepare them for the transition to college and meaningful careers.

Implementation Strategies

Access to accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and dual or concurrent enrollment programs, is critical for students as they prepare for the transition to college and career. Pursuant to the Student Support and Academic Enrichment program authorized under Title IV, Part A, and the ESSA state report card requirements, the Department will support state and local educational agencies in their plans to provide all students a well-rounded education.

Support for Successful Student Transitions to College and Careers

- Accelerated high school coursework to earn postsecondary credit.
- Dual or concurrent enrollment programs.
- Incentives to state and local educational agencies.
- Expansion of earn-and-learn models available to secondary students.

The Department's implementation of the Presidential Executive Order on Expanding Apprenticeships in America will also support this Strategic Objective by providing incentives to state and local educational agencies to expand the earn-and-learn models available to secondary students. These models combine a career-oriented academic curriculum, relevant work experience and student financial assistance. Under this Strategic Objective, the Department will encourage grantees to enhance students' access to opportunities that will

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challenge and prepare them for college and careers.

Additionally, the Department will:

- Provide technical assistance to state and local educational agencies in supporting vulnerable populations, such as students in rural communities, to transition successfully to college and careers.
- Promote the importance of STEM skills (e.g., problem solving, critical thinking) and financial literacy related to career readiness.
- Provide technical assistance designed to support state vocational rehabilitation agencies and third-party apprenticeship entities, employers and training providers that will focus on strategies and related activities to support the participation of individuals with disabilities in both new and existing apprenticeships.
- Provide technical assistance to state and local agencies to support career, technical and adult education.
- Provide technical assistance to states in implementing pre-employment transition services to youth with disabilities to ensure a smooth and effective transition to post-secondary education and/or employment.

Strategic Objective 1.4

Support agencies and institutions in the implementation of evidence-based strategies and practices that build the capacity of school staff and families to support students' academic performance.

This Strategic Objective focuses on public investments in education that result in positive academic outcomes for students. The Department generates, collects and distributes evidence through valid and reliable data, strong research and rigorous evaluations that can help states and school districts identify what works, for which students and under what conditions. Through this Strategic Objective, the Department is also expanding its work to support states as they implement provisions in the ESSA that require the use of evidence when determining what education interventions to implement.

Implementation Strategies

The ESSA recognizes that the primary responsibility for creating, improving and sustaining public education systems lies with state and local educational agencies. Consequently, the implementation strategies for this Strategic Objective focus on providing resources and support to state and local educational agencies to assist them in identifying, implementing and expanding evidence-based strategies. As such, the Department will provide to grantees existing resources supported by evidence and collaborate with external partners to help disseminate resources supported by evidence to their constituents.

To date, the Department has released non-regulatory guidance to serve as a framework for technical assistance related to the implementation of ESSA's evidence provision. The guidance, *Using Evidence to Strengthen Education Investments*, recommends a five-step decision-making process to promote continuous improvement and support better outcomes for students. This guidance serves as a framework for the Department's technical assistance related to implementation of ESSA's evidence provisions. The Department will continue its outreach to stakeholders. A key principle across these strategies is sustained technical assistance that continuously builds capacity and targets specific state and local needs. The Department will also continue to support efforts to build evidence on effective strategies to improve teaching and learning and to disseminate the results to states, school districts and the public.

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The Department's efforts on this Strategic Objective extend to families by bolstering their ability to assist in their children's academic development. For children with disabilities, the Department will continue to support its nationwide network of Parent Training and Information Centers and Community Parent Resource Centers. These centers provide parents with information and training about disabilities, protections under IDEA and rights under other relevant laws and local, state and national resources to support children with disabilities. Community Parent Resource Centers focus on reaching isolated and underserved parents of children with disabilities, such as those with low incomes or with limited English proficiency, in a specific community.

There are nearly 100 Parent Training and Information Centers and Community Parent Resource Centers in the U.S. and Territories. These centers provide free information to parents of children with disabilities.

Contributing Programs and External Partners for Goal 1

The Office of Elementary and Secondary Education is a primary contributor to this goal, particularly with its management of Title I, Title IV Part A, and the Weighted Student Funding Formula pilot under ESSA. OSERS supports the implementation of the *Individuals with Disabilities Education Act*, which includes the parent centers, and the *Rehabilitation Act of 1973*. The Office of Innovation and Improvement implements discretionary grant programs that contribute to this Strategic Objective, including the Charter School Program and the Education and Innovation Research program. Finally, the Institute of Education Sciences, OCR, the Office of English Language Acquisition and the Office of Career, Technical and Adult Education also contribute to this Strategic Goal.

Human Capital Strategies for Goal 1

ESSA promotes local innovation and the use of evidence to ensure that all students in America are prepared to succeed in college and careers. As such, human capital strategies that support this Strategic Goal focus on building the internal capacity of program officers to support states and local educational agencies as they implement state plans under ESSA. To build on this capacity, the Department will conduct needs assessments and provide on-the-job training, classroom training and developmental opportunities to close identified knowledge, skill and competency gaps and improve staff ability to deliver technical assistance and support related to the transition to and implementation of ESSA.

This human capital strategy supports the Department's commitment to ensure human resources are aligned with agency mission, goals and objectives through analysis, planning and investment.

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Strategic Goal 2

Expand postsecondary educational opportunities, improve outcomes to foster economic opportunity and promote an informed, thoughtful and productive citizenry.

Outcomes

Strategic Goal 2 and Strategic Objectives 2.1–2.5 focus on expanding the Department's efforts to support innovative, accessible and affordable paths to postsecondary credentials and job-ready skills.

In addition to supporting expanded postsecondary opportunities, the Department has a number of initiatives focused on affordability. These initiatives ensure borrowers have the best information available to make postsecondary program selection and associated borrowing decisions. The Department also continues to help students understand their financial aid options and repayment obligations. It is important that the Department expand its outreach efforts and support states and institutions in developing alternative pathways to postsecondary credentials that lead to employment, particularly for populations with barriers to employment, such as individuals with disabilities. Specifically, the Department will:

Support for Paths to Postsecondary Credentials and Job-Ready Skills

- Fostering higher completion rates in programs.
- Working in conjunction with employers and industries.
- Minimizing barriers to implementation and access.

- Support innovative and affordable paths to postsecondary credentials for all segments of the population, including vulnerable populations by:
  - Fostering higher completion rate programs.
  - Working in conjunction with employers and industries.
  - Minimizing barriers to access.
- Expand the Department's outreach efforts, including:
  - Improving affordability for all families and students by improving public understanding of the federal financial aid process.
  - Communicating with education providers about funding options and providers' responsibilities.
  - Streamlining internal efficiencies to provide the appropriate materials to facilitate student loan repayment.
- Encourage positive and safe environments by:
  - Providing school personnel with effective strategies.
  - Promoting best practices that prevent bullying, violence and disruptive actions in schools.
- Develop tools and resources within the Office of Federal Student Aid (FSA) designed to enhance customer service by:
  - Identifying new mechanisms to provide customer service.
  - Providing superior customer service within the Federal Student Aid Feedback System by delivering more timely and accurate responses.

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Strategic Objective 2.1

Support educational institutions, students, parents and communities to increase access and completion of college, lifelong learning and career, technical and adult education.

This Strategic Objective will support students' ability to access a range of postsecondary opportunities as well as improve the students' ability to complete the postsecondary option of their choosing. The Department recognizes there are multiple, diverse routes to postsecondary education and employment and, under this Strategic Objective, seeks to support access to these educational opportunities and their completion for students at all stages of life.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on providing support to education stakeholders in their efforts to increase access to and completion of postsecondary educational opportunities. Some key strategies include:

- Providing information, both digitally and in print, to parents and students about the potential costs and outcomes of the variety of postsecondary opportunities available to them.
- Strengthening grant programs to enhance opportunities for success past high school.
- Removing undue barriers to accessing innovative educational pathways to success past high school.
- Completing, with the help of diverse negotiators, quality regulation packages reflective of administration priorities.
- Enhancing stakeholder relationships by, for example:
    - Identifying and engaging national, regional and local partners who have access and the ability to influence students, parents or borrowers.
    - Leveraging opportunities to enhance the dissemination of critical program information to partners through various communication channels, including in-person and digital.
    - Identifying opportunities through focus groups and training to work collaboratively with partners to improve institutional oversight and the capability to process federal financial aid.
    - Implementing a plan that allows partners to collectively contribute to the advancement of web-based technology.
    - Holding quarterly events that encourage partners' participation in focus groups to collaboratively share best practices across the federal financial aid community.
    - Developing a creative and engaging national awareness campaign—in conjunction with partners—aimed at students, parents and borrowers to enable them to be better informed about the financial aid process and, as a result, make better borrowing decisions.

Increase Access to and Completion of Postsecondary Educational Opportunities

- Information about the potential costs and outcomes of available postsecondary opportunities.
- Stronger grant programs.
- Removal of access barriers.
- Quality regulation packages.
- Enhanced stakeholder relationships.

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- Supporting the cultivation of safe environments conducive to lifelong learning by conducting outreach, ensuring Title IX protections and investigating civil rights and *Clery Act* violations.
- Providing technical assistance to help institutions achieve compliance with the civil rights laws that OCR enforces.

Strategic Objective 2.2

Support agencies and educational institutions in identifying and using evidence-based strategies or other promising practices to improve educational opportunities and successfully prepare individuals to compete in the global economy.

The Department is committed to improving educational opportunities for the existing and future workforce.

This Strategic Objective aims to improve educational opportunities for the existing and future workforce. It is essential for educational institutions to work with a variety of industries to ensure postsecondary education adequately prepares students to be successful in the job market. It is also essential that the Department fulfills its commitment to individuals with disabilities by working with state and local agencies to provide job-driven training and support services, consistent with the *Workforce Innovation and Opportunity Act*.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on improving educational opportunities, training and support services for the workforce. Some key strategies include:

- Providing grant funding and technical assistance to states and local education and vocational rehabilitation service providers to expand and strengthen career pathways programs (including STEM programs), transition planning, career guidance and other supportive services.
- Building and disseminating evidence on effective career and technical education and postsecondary education strategies.
- Partnering with other federal agencies, states, employers and non-governmental organizations to support strategies that blend education, job skills development and supportive services to provide seamless pathways to competitive integrated employment in high-demand industries, including STEM fields.
- Providing technical assistance to employers in efforts to employ individuals with disabilities in competitive integrated employment.
- Encouraging more collaboration among employers, state and local educational agencies and institutions of higher education to expand and improve the quality of and access to work-based learning opportunities, including apprenticeships.
- Supporting the development, evaluation and replication of cost-effective delivery models that improve postsecondary and employment outcomes, including the use of Pay for Success and collective impact models.
- Encouraging public and private partnerships where appropriate.

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Strategic Objective 2.3

Support agencies and educational institutions as they create or expand innovative and affordable paths to relevant careers by providing postsecondary credentials or job-ready skills.

This Strategic Objective focuses on education paths that are innovative and affordable and lead to educated citizens with quality careers. It is vital for students to collaborate with agencies and educational institutions to improve students' ability to compete in the continually changing modern global economy by creating new programs or expanding existing ones that provide postsecondary credentials or mastery of job-ready skills.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on partnering with education stakeholders to create or expand innovative and affordable paths that will lead to quality careers. Some key strategies include:

- Providing grant funding and technical assistance resources to develop, evaluate and replicate practices and programs that expand access to viable educational and career pathways.
- Providing technical assistance through the *Workforce Innovation and Opportunity Act* and the *Carl D. Perkins Career and Technical Education Act* to support career, technical and adult education.
- Promoting policies and programs that reduce cost and accelerate the time it takes to earn quality credentials and develop marketable skills (e.g., career and academic guidance, competency-based education, dual enrollment, statewide and institutional transfer agreements, work-based learning, apprenticeship and remediation reform). This may be achieved by:
  - Encouraging state and local educational agencies to promote better postsecondary planning and supporting the expansion of quality dual enrollment options to reduce costs and accelerate completion of a credential.
  - Utilizing the Department's communications outlets to showcase promising practices at the district, state and institution levels for all pertinent audiences in the publishing formats they need.
- Exploring methods for removing regulatory barriers through the negotiated rulemaking process laid out in the *Higher Education Act* (HEA) and *Administrative Procedures Act.*
- Partnering with other federal agencies, employers and non-governmental organizations to increase access to, and participation in, education and job skills development that lead to marketable skills and quality postsecondary credentials.

Example Strategies to Support Innovative and Affordable Paths to Quality Careers

- Grant funding and technical assistance.
  - *Workforce Innovation and Opportunity Act.*
  - *Carl D. Perkins Career and Technical Education Act.*
  - Federal Work-Study Program.
- Regulatory barrier removal.
- Partnerships with other federal agencies, employers and non-governmental organizations.

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- Exploring new or existing experimental sites by:
  - Using the current Experimental Sites Initiative authority to evaluate the effectiveness of statutory and regulatory flexibility for participating institutions disbursing Title IV student aid.
  - Evaluating the results of current experiments–such as Dual Enrollment, Prior Learning Assessment, Competency-Based Education, Limited Direct Assessment and Educational Quality through Innovative Partnerships–to explore changes to regulations and statutes that have the potential to benefit all postsecondary institutions and the students they serve.

Strategic Objective 2.4

Improve quality of service for customers across the entire student aid life cycle.

This Strategic Objective focuses on the customer service provided by the Department to students, parents, borrowers and institutions. To improve the way the Department serves its customers, the Department will modernize the loan-servicing environment by taking the best ideas and capabilities available and putting them to work for Americans with federal student loans. The focus will be on improving customer service, such as access and speed, through modern technology and communication channels. The Department will deliver a best-in-class processing and servicing environment capable of sustaining the management of the growing federal student loan portfolio.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on improving overall awareness of FSA programs and helping aid recipients understand their obligations. Some key strategies include:

- Enhance outreach, training and tools to help postsecondary institutions better understand responsibilities and requirements under the HEA.
- Conduct targeted outreach campaigns aimed at increasing access to minority serving institutions and at underrepresented students to increase their awareness of the federal aid programs.
- Enhance and refine FSA's messaging to customers by making improvements to our public-facing, flagship website, StudentAid.gov, that are informed and guided by both customer analytics and stakeholder input.
- Partner with FSA stakeholders, including but not limited to high school guidance counselors, community groups, states, governmental entities and non-profit groups, to improve the conception, design and delivery of FSA information and tools.

As student and borrower demographics become more diverse, there will be a growing need to use tailored approaches to interact with customers.

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Strategic Objective 2.5

Enhance students' and parents' ability to repay their federal student loans by providing accurate and timely information, relevant tools and manageable repayment options.

This Strategic Objective seeks to improve how the Department interacts with stakeholders through FSA. The Department will develop materials that clearly communicate students' and parents' options to repay federal student loans before and during the course of pursuing a postsecondary credential.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on providing the tools and information necessary to enhance the students' and parents' ability to repay their federal student loans. Some key strategies include:

- Developing a comprehensive framework for default prevention that allows students to understand and access information about potential college options and associated costs and outcomes, loan counseling and guidance, support for retention, loan repayment options and borrower benefits.
- Supporting policies to increase access to postsecondary education and promote responsible borrowing.
- Developing a robust modern and mobile-first servicing environment that enables customers to access accurate and timely information on Free Application for Federal Student Aid completion, loan servicing and multiple customer service options.
- Implementing a low-cost methodology for both broad communications and targeted outreach in order to expand FSA's reach and improve penetration of messaging to students and customers.

Strategies to Support Federal Student Loan Repayment

- Develop default prevention framework to support informed choices.
- Develop a modern, mobile-first servicing environment.

Contributing Programs and External Partners for Goal 2

This Strategic Goal involves both internal and external stakeholders. Internal stakeholders include the:

- Office of the Under Secretary.
- Office of Postsecondary Education.
- Office of Federal Student Aid.
- Office of Career, Technical and Adult Education.
- Office of Special Education and Rehabilitative Services.
- National Center for Educational Statistics.
- Office of Planning, Evaluation and Policy Development.
- Office for Civil Rights.

Some of the external education stakeholders include:

- College associations.
- Apprenticeship associations.

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- University systems.
- Trade associations.
- Student organizations.
- State vocational rehabilitation agencies.
- State higher education executive organizations.

Human Capital Strategies for Goal 2

The human capital strategies that support this Strategic Goal focus on building a highly skilled team of education professionals working in unison to ensure economic opportunity for all individuals. To build on this capacity, the Department will:

- Engage, develop and inspire a diverse, high-performing workforce by creating, implementing and maintaining effective performance management strategies, practices and activities that support mission objectives.
- Communicate in an open and transparent manner to facilitate cross-agency collaboration to achieve mission objectives.

These human capital strategies support the Department's commitment to fostering a culture of engagement and collaboration as well as developing a diverse, results-oriented and high-performing workforce.

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Strategic Goal 3

Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

Outcomes

Strategic Goal 3 and Strategic Objectives 3.1-3.3 focus on strengthening data-driven decision-making in education by focusing on the ways we manage and make available education data, while protecting student privacy. The Department is committed to improving how staff and stakeholders access, use and share meaningful data on education while protecting privacy. These improvements enable the Department and other stakeholders in the education community to better provide the public with the information necessary to make informed decisions on behalf of their communities, states and local districts. Strengthening the Department's data life cycle management, governance and quality framework will help ensure data being used within the Department for decision-making are accurate and reliable.

Strengthening the Department's data life cycle management, governance and quality framework will help ensure data being used for decision-making are accurate and reliable.

Strategic Objective 3.1

Improve the Department's data governance, data life cycle management and the capacity to support education data.

This Strategic Objective focuses on data the Department collects and builds, the data management framework and internal capacity. Data management is the development, execution and supervision of plans, policies, programs and practices that control and enhance the value of data and information assets within the enterprise. The main goal of improving data management is to clarify the roles and procedures used to optimize data integrity and quality. The strategies behind this objective guide the Department's activities to develop and support the highly skilled workforce capacity necessary to execute these improvements. As a result, parents, communities and the Department's state and local partners will be more inclined to use data to make more informed decisions on behalf of their children and communities.

Implementation Strategies

The implementation strategies to support improving the Department's data management, quality and governance to support education data include the following with associated short-term and long-term milestones:

- Build a highly skilled workforce of data professionals throughout the Department to facilitate the accurate and appropriate use of data.
    - Develop role-based training curricula for data professionals.
    - Increase the percentage of the Department's program offices consistently participating in the new curricula.
- Improve the Department's data life cycle management by evaluating its quality, timeliness, objectivity, utility and integrity.
    - Explore improvements in the Department's organizational structure that would facilitate better data practices, including potential benefits from more centralized data management functions.

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- Improve internal messaging and guidance on Data Management at the Department from the Data Strategy Team.
- Leverage data management best practices and resources to strengthen the Department's data releases.
- Create feedback loops and tools to better understand education data quality issues and document, track and help mitigate identified issues.
- Increase the number of program office releases that use recognized best practices for data management.

Strategies to Support Improved Education Data Management, Quality and Governance

- Build a workforce of skilled data professionals and accompanying training curricula.
- Improve data life cycle management in terms of quality, timeliness, accuracy, precision and interoperability.

Strategic Objective 3.2

Improve privacy protections for, and transparency of, education data both at the Department and in the education community.

This Strategic Objective focuses on ensuring that increased use of data for program evaluation and policymaking is accompanied by improved privacy protections and better transparency of data both within the Department and throughout the education community.

Implementation Strategies

Implementation strategies in support of improving the privacy protections for, and transparency of, education data include the following associated short-term and long-term milestones:

- Support external partners in improving the privacy and security of education data and the transparency of data practices.
  - Improve student privacy and data security at IHEs through ramped up outreach and compliance efforts.
  - Review a representative sample of Local Educational Agency websites for the transparency of their data practices and compliance with federal privacy laws when contracting with third party vendors.

Strategies to Support Privacy Protection and Transparency of Education Data

- External partner support, including outreach and compliance efforts.
- Efficient administration, enforcement and technical assistance, including timely FERPA policy determinations and enforcement.

- Improve the efficiency of the Department's administration, enforcement and technical assistance relating to student privacy.
  - Ensure timeliness of the *Family Educational Rights and Privacy Act* (FERPA) enforcement.
  - Ensure timeliness of FERPA policy determinations.
  - Ensure timeliness of student privacy technical assistance.

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Strategic Objective 3.3

Increase access to, and use of, education data to make informed decisions both at the Department and in the education community.

This Strategic Objective focuses on increasing access to education data at all levels and improving the methods and access to tools necessary to support the appropriate use of education data for decision-making by the Department and education stakeholders.

Implementation Strategies

Implementation strategies in support of maximizing access to, and the appropriate use of, education data with associated short-term and long-term milestones include the following:

- Develop and implement methods to access, analyze, visualize, interpret and represent education data in order to support informed decisions.
  - Improve the technical and procedural infrastructure of the Department to increase data accessibility and usability for Department staff.
  - Identify and provide access to the tools needed to enable data-driven decision-making within the Department, including the use of data to evaluate data quality, improve program management and inform monitoring and technical assistance decisions.
  - Identify, develop and provide training on policies, procedures and practices that emphasize data-driven decision-making within the Department.

Strategies to Support Data-Driven Decision Making by the Department and Education Stakeholders

- Enhanced data analysis methods.
- Tools and training.
- Improved data visualization and reporting techniques.
- Support for external stakeholders' data use.
- Established standards for Department data releases.
- Increased data accessibility and usability for Department staff.

- Establish best practices for the Department's data releases to make data and documentation accessible in user-friendly, audience appropriate and 508 compliant formats while reducing burden, to include:
  - Refine the Department's two-way communication with the public to streamline discussions of data access and usability.
  - Improve technical assistance to increase the accessibility of education data for external partners.
  - Identify open data opportunities to increase data accessibility to a wider audience.
  - Establish requirements for and deploy a centralized data-hosting environment.
- Support external partners in increasing the accessibility, quality and use of education data.
  - Support external stakeholders in using the Department's data.
  - Identify and offer the sessions and information external stakeholders need to use education data to increase data-driven decision-making.

Contributing Programs and External Partners for Goal 3

This is a cross-cutting goal that touches all offices and programs across the Department as well as its grantees, state and local partners and education stakeholders.

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Human Capital Strategies for Goal 3

Human capital strategies supporting this Strategic Goal focus on building a highly skilled workforce of data professionals equipped with the knowledge, technical ability and expertise necessary to meet the Department's growing data needs and opportunities. The development and implementation of a training curriculum with applicable policies, procedures and tools are necessary to successfully implement this Strategic Goal. To build on this capacity, the Department will:

- Invest in education, training and other developmental opportunities to build mission-critical competencies throughout the Department to facilitate the accurate and appropriate use of data.
- Identify a training curriculum for data professionals at varied levels of data maturity and staff expertise.
- Identify, create, represent, distribute and enable the effective sharing of insights and experiences, institutional knowledge and innovative ideas across the organization.
- Identify accountability mechanisms to strengthen the relationship between data professionals and the data being collected, generated and shared.
- Increase the number or percentage of the Department's data professionals participating in the new curriculum.
- Increase the number or percentage of data professionals with accountability measures linked to their performance plans.

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Strategic Goal 4

Reform the effectiveness, efficiency and accountability of the Department.

Outcomes

The Department will seek to eliminate outdated, unnecessary or ineffective regulations.

The Department's organizational capacity relies not only on our human capital but also on other resources, including physical, material, financial and informational resources. Strategic Goal 4 and Strategic Objectives 4.1–4.4 focus on improving the Department's processes, such as reviewing regulations, and where appropriate, on repealing, replacing or modifying regulations. Achievement of this goal will eliminate outdated, unnecessary or ineffective regulations; will repeal, replace or modify those regulations that eliminate jobs or inhibit job creation, impose costs that exceed benefits, or otherwise impose undue burdens on regulated parties; and will establish a high-functioning Enterprise Risk Management (ERM) process while also improving Federal Employee Viewpoint Survey scores.

Strategic Objective 4.1

Provide regulatory relief to educational institutions and reduce burden by identifying time-consuming regulations, processes and policies and working to improve or eliminate them, while continuing to protect taxpayers from waste and abuse.

This Strategic Objective will help the Department better serve the public by providing regulatory relief and improving its decision-making processes, including those that impact grant and contract awards and the reporting burden on recipients. This burden reduction and relief effort will both streamline and improve internal processes for a more efficient workplace, which will allow the Department to better serve the public.

Implementation Strategies

Implementation strategies that focus on streamlining and processes that reduce the reporting burden of recipients include:

- Reducing internal transaction costs by reviewing internal processes and identifying opportunities to increase efficiency.
- Identifying opportunities to collaborate with other federal agencies to improve common processes, such as the federal hiring process.
- Using the Regulatory Reform Task Force to identify and, as appropriate, repeal, replace or modify outdated, inconsistent, unnecessary or ineffective regulations that (i) eliminate jobs or inhibit job creation, (ii) impose costs that exceed benefits, or otherwise impose undue burdens on regulated parties, or (iii) continue to rely on executive orders or other Presidential Directives that have been rescinded or substantially modified or are no longer in effect.

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Strategic Objective 4.2

Identify, assess, monitor and manage enterprise risks.

This Strategic Objective focuses on the Department functioning more effectively by establishing strong ERM practices. The Department will strengthen its implementation of ERM by integrating existing risk management processes and including risk as a central element in all critical day-to-day and strategic decision-making activities. The Department will also develop a more risk-aware culture that facilitates increased focus on the range of risks the Department faces and fosters open discussions about how those risks might impact the accomplishment of the Department's mission and whether resources are aligned to mitigate risks to an acceptable level.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on implementing strong ERM practices across the Department. Short-term and long-term milestones follow:

- Implement a suitable ERM framework within the Department that leverages existing risk management activities, processes and governance bodies.
  - Regularly update the risk profile.
  - Assign risk owners.
  - Develop risk-mitigation plans.
- Create a risk-aware culture where risks and risk responses are openly discussed.
  - Develop communication strategies (top-down/bottom-up).
  - Integrate ERM with the Department's Internal Control Program.
- Manage enterprise risks in a coordinated and integrated manner aligned with the achievement of the *Strategic Plan*.
  - Integrate actions to address key management challenges (including those identified by the Office of Inspector General) with risk-mitigation plans.
  - Consider enterprise risks in resource allocation decisions.
  - Establish clear links between the risks associated with Strategic Goals 1–4 and the implementation strategies aligned with the core functions performed by the Department.

Strategies to Support Implementation of a Suitable ERM Framework

- Leverage existing risk management activities, processes and governance bodies.
- Create a risk-aware culture.
- Manage enterprise risks in a coordinated and integrated manner.

Strategic Objective 4.3

Strengthen the Department's cybersecurity by enhancing protections for its information technology infrastructure, systems and data.

This Strategic Objective focuses on strengthening protections for the Department's information technology infrastructure, systems and data to enhance the ability of employees to perform their duties. Improved cybersecurity will be a key contributor in ensuring the Department's systems and data are protected, which will help build a strong foundation for the Department's information technology infrastructure.

Improved cybersecurity is key to help build a strong foundation for the Department's information technology infrastructure.

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Implementation Strategies

The implementation strategies for this Strategic Objective focus on strengthening the Department's cybersecurity, information technology infrastructure and data life cycle management. Associated short-term and long-term milestones follow:

- Implement proactive cybersecurity services to enhance the ability to securely deliver educational opportunities to our customers on the platforms and experience that they expect.
- Provide a fully-functional and highly-resilient cybersecurity capability with continuous monitoring capability to manage risk and to protect systems and information.
- Unify and expand outreach programs to improve the cybersecurity posture and delivery of Departmental services.

Features of the Department's Vision for a Stronger Information Technology Posture

- Proactive cybersecurity services.
- Continuous monitoring and threat intelligence capabilities.
- Improved cybersecurity workforce.
- Shared services and cloud capabilities.

- Address shortfalls in the cybersecurity workforce through an improved workforce program to acquire, retain, develop and enhance critical skills and expertise.
- Integrate and optimize opportunities to incorporate and consolidate shared services and cloud capabilities.
- Enhance cyber threat intelligence capabilities to ensure that Department systems can more effectively protect and rapidly identify, detect, respond and recover from complex cyber-attacks.
- Educate Department employees on their roles in promoting cybersecurity and keeping the Department more secure.

Strategic Objective 4.4

Improve the engagement and preparation of the Department's workforce using professional development and accountability measures.

This Strategic Objective focuses on maximizing employee effectiveness, thus improving workforce engagement and performance. The Department will provide employees with growth opportunities and will implement accountability measures to assist employees in being engaged members of the workforce.

Implementation Strategies

Implementation strategies for this Strategic Objective focus on developing a more engaged and accountable workforce. Short-term and long-term milestones follow:

- Develop an internal communication strategy to integrate employee engagement into day-to-day operations and reform activities.
- Provide professional development opportunities to build a highly engaged and prepared workforce with the skills necessary to enhance mission achievement.
- Enhance succession planning, including implementation of a phased Voluntary Early Retirement Authority/Voluntary Separation Incentive Payments offering to restructure positions to fit the needed skill sets.
- Ensure supervisors and managers have active Individual Development Plans.

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- Ensure supervisor and manager performance plans include a measurable critical element related to employee engagement action planning and results to improve employee engagement.
- Create a targeted strategy to retain and leverage critical employee skill sets:
    - Develop cross-training and reassignment strategies in conjunction with the federal workforce reduction effort.
    - Conduct training needs assessments for all mission-critical and remaining job occupational series.
- Develop and implement an organizational health dashboard.

Strategies to Improve the Engagement and Preparation of the Department's Workforce

- Internal communication strategy focused on employee engagement.
- Professional development opportunities to build a skilled workforce.
- Enhanced succession planning.
- Supervisor and manager accountability.

Contributing Programs and External Partners for Goal 4

This Strategic Goal impacts all the Department's offices and the following external partners: OMB, Office of Personnel Management and other federal agencies.

Human Capital Strategies for Goal 4

Human capital strategies that support this Strategic Goal focus on streamlining and improving Departmental processes for a more efficient workplace, developing a risk-aware culture, improving employee performance and creating a highly effective and engaged workforce. To build on this development plan, the Department will:

- Dedicate resources to enable staff to acquire and apply new and advanced knowledge, skills and abilities and continue to progress in the organization through learning and development activities.
- Share best practices, foster innovation and collaborate in the development and implementation of new processes and procedures to improve individual and organizational performance.
- Review, implement and communicate organizational enhancements and collectively inspire employees to achieve significant, sustained and measurable improvements in performance on an ongoing and regular basis.
- Collect, analyze, review and report performance data to drive performance and improvement.
- Implement a performance management system to differentiate levels of employee performance, provide regular feedback to employees and link individual performance to organizational goals.

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The Path Forward

States, school districts and education institutions have the primary roles in providing high-quality education. As such, the Department is limited in its authority and cannot influence all education outcomes; however, the Department is committed to supporting states, school districts and education institutions in helping students develop skills to succeed in school, pursue postsecondary opportunities and transition to the workforce.

Another factor that impacts this *Strategic Plan* is the capacity of state and local educational agencies. With responsibility over program administration, these agencies will need to consider their workforce needs. Additionally, in the current economic climate, students' needs and education costs are growing while budgets are contracting. Expanding services and support to address students' academic needs and overall health will continue to be a challenge given fiscal constraints. Finally, the differences in availability of funding and resources at the state and local levels remain a challenge in serving all students, including vulnerable populations. Throughout the implementation of this *Strategic Plan* the Department will provide technical assistance and partner with institutions to address these external factors.

The Department will continue to use quarterly performance reviews, targeted strategic initiatives and outreach to leaders and education stakeholders to assess progress and garner engagement toward achieving strategic goals and outcomes. Continuous improvement rests on ongoing cycles of assessing performance, examining data and applying lessons learned to improve practices. Strengthening a culture of continuous improvement is at the heart of the Department's efforts to partner with and support educators, administrators and policymakers, with the intent of obtaining better outcomes for all students.

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Glossary of Acronyms and Abbreviations

Acronym	Description
APG	Agency Priority Goal
CAP Goals	Cross-Agency Priority Goals
CSP	Charter School Program
ERM	Enterprise Risk Management
ESEA	*Elementary and Secondary Education Act of 1965*
ESSA	*Every Student Succeeds Act*
FAFSA	Free Application for Federal Student Aid
FERPA	*Family Educational Rights and Privacy Act*
FSA	Office of Federal Student Aid
FY	Fiscal Year
GLBA	*Gramm-Leach-Bliley Act*
HEA	*Higher Education Act of 1965*
IDEA	*Individuals with Disabilities Education Act*
IEP	Individualized Education Program
IES	Institute of Education Sciences
IHE	Institution of Higher Education
IT	Information Technology
LEA	Local Educational Agency
NCES	National Center for Educational Statistics
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical and Adult Education
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
OII	Office of Innovation and Improvement
OMB	Office of Management and Budget
OPE	Office of Postsecondary Education
OPEPD	Office of Planning, Evaluation and Policy Development
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
SEA	State Educational Agency
STEM	Science, Technology, Engineering and Mathematics
U.S.	United States
WIOA	*Workforce Innovation and Opportunity Act*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:41:54 +0000
To: Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Coxen, Carrie;Botel, Jason;McKinney, Jessica;Rigling, Kay;Liu, Rebecca;Cox, Katherine;Simons, Jane
Subject:

Please see call-in information:

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:41:54 +0000
To: Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason;Roney, Collette;Johnson, Patricia;Anderson, Michael (OGC);Coxen, Carrie
Subject:
Attachments: IN grad rate waiver request deliberative memo (2018-03-15 clean).docx

Please see call-in information:

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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Sent: 3 Dec 2018 21:41:54 +0000
To: Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Butler, James;Peasley, Donald;Bentley-Memon, Millicent;Rashid, Tahira;Knox, Shauna;Briggs, Ashley;Ryder, Ruth;Richey, Kimberly;Spitz, Deborah
Subject:
Attachments: dcossedeliberativememoscienceupdate2017.12.14.17.docx, MA One Percent Cap Waiver Deliberative Memo 12-14 v2.docx, PA One Percent Cap Waiver Draft Deliberative Memo 12.15.17.docx

***Meeting will be held in Room 3W336**

Please see call-in information:

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MATERIALS FOR MEETING

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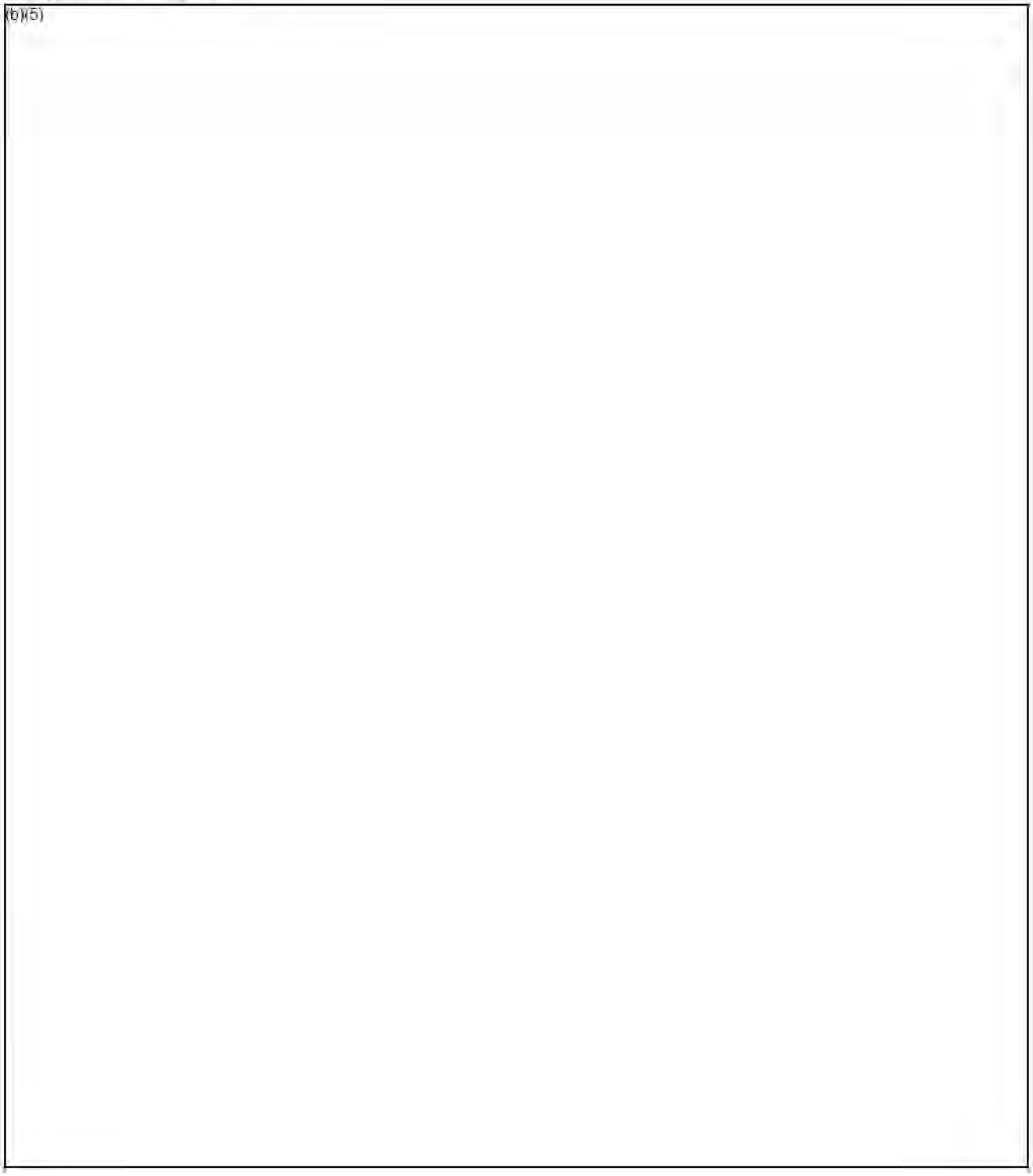

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ATTACHMENT T – Fiscal Year 2017

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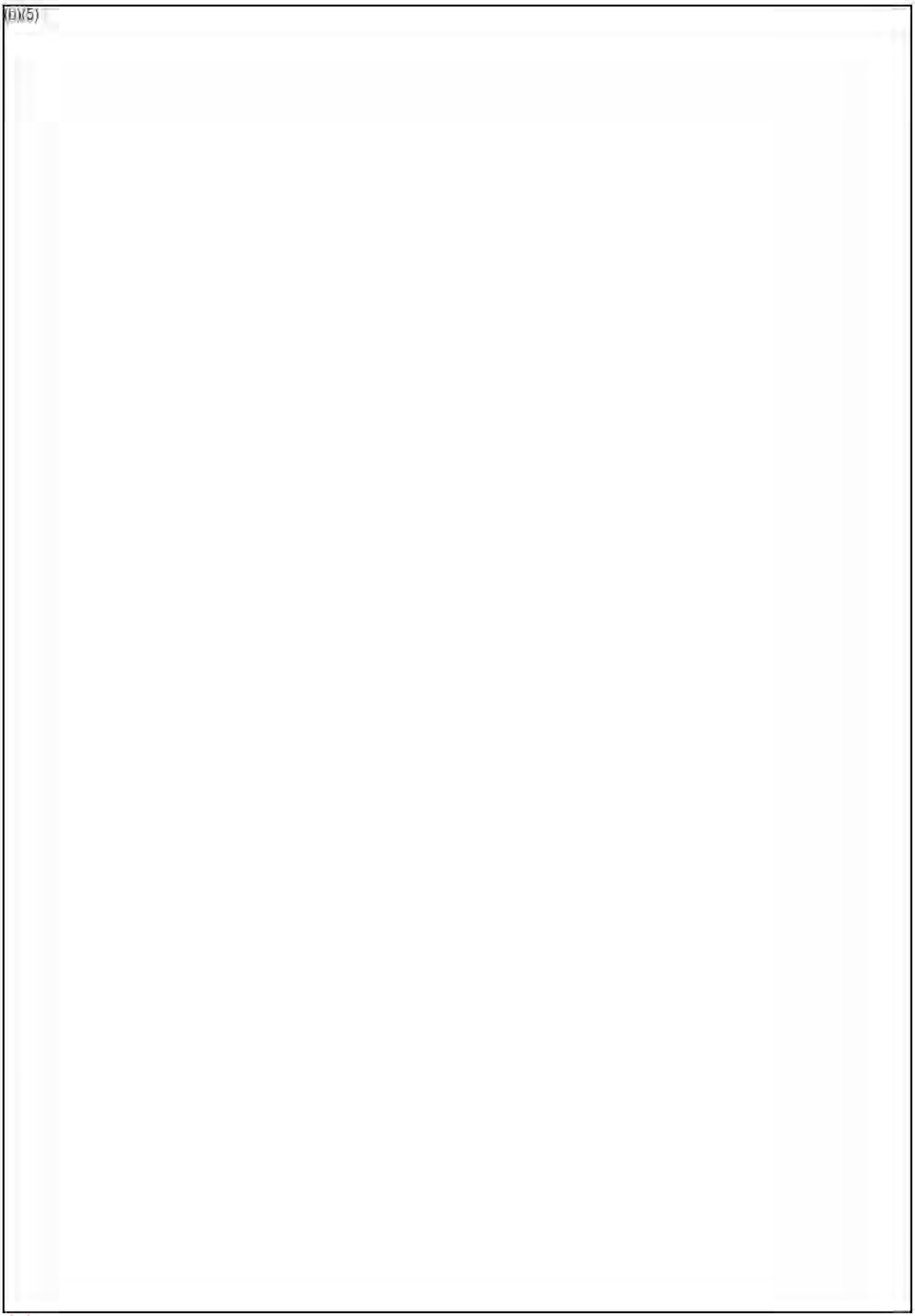

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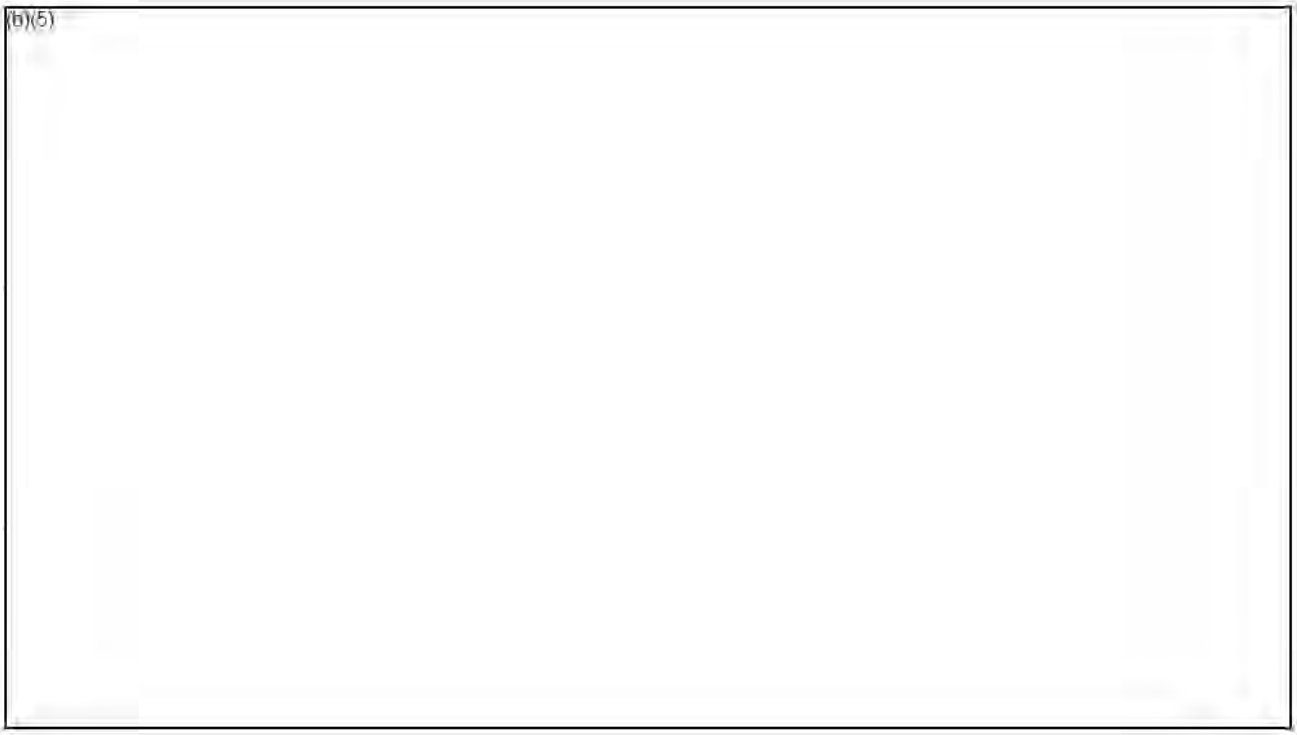

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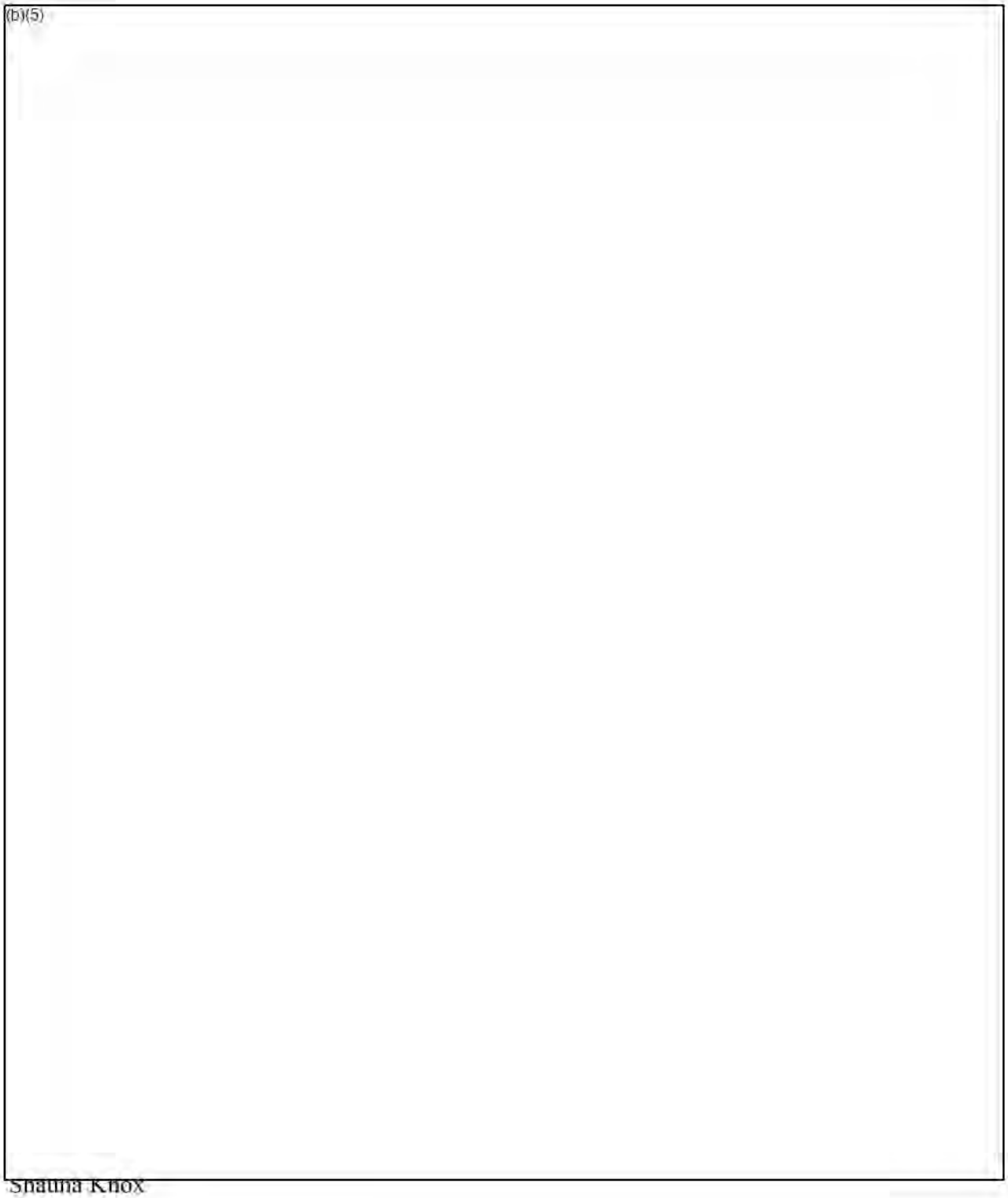

Shauna Knox

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:41:54 +0000
To: Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta;Botel, Jason
Cc: Coxen, Carrie;Skinner, Josie;Stephenson, Todd;Stern, Jacob;Koeppel, Dennis;Rigling, Kay;Butler, James;Knox, Shauna;Cantrell, David;Peasley, Donald;Wells, Michael;Oberst, Megan;Cox, Katherine;Schulz, Eric;Dowling, Maureen;Peternith, Rachel;Anderson, Michael (OGC);Morrisey, Jenay;Binder, Isadora
Subject:
Attachments: Transferability and Equitable Services Background 11-29-17.docx, nj 8th grade math waiver deliberative memo 2017-11-29.docx

Please see call-in information:

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nj 8th grade math waiver deliberative memo 2017-11-29.docx

AMERICAN OVERSIGHT

To: Jason Botel, Delegated Assistant Secretary
From: Patrick Rooney, Office of State Support
Date: November 29, 2017
Issue: Transferability and Equitable Services under the ESEA

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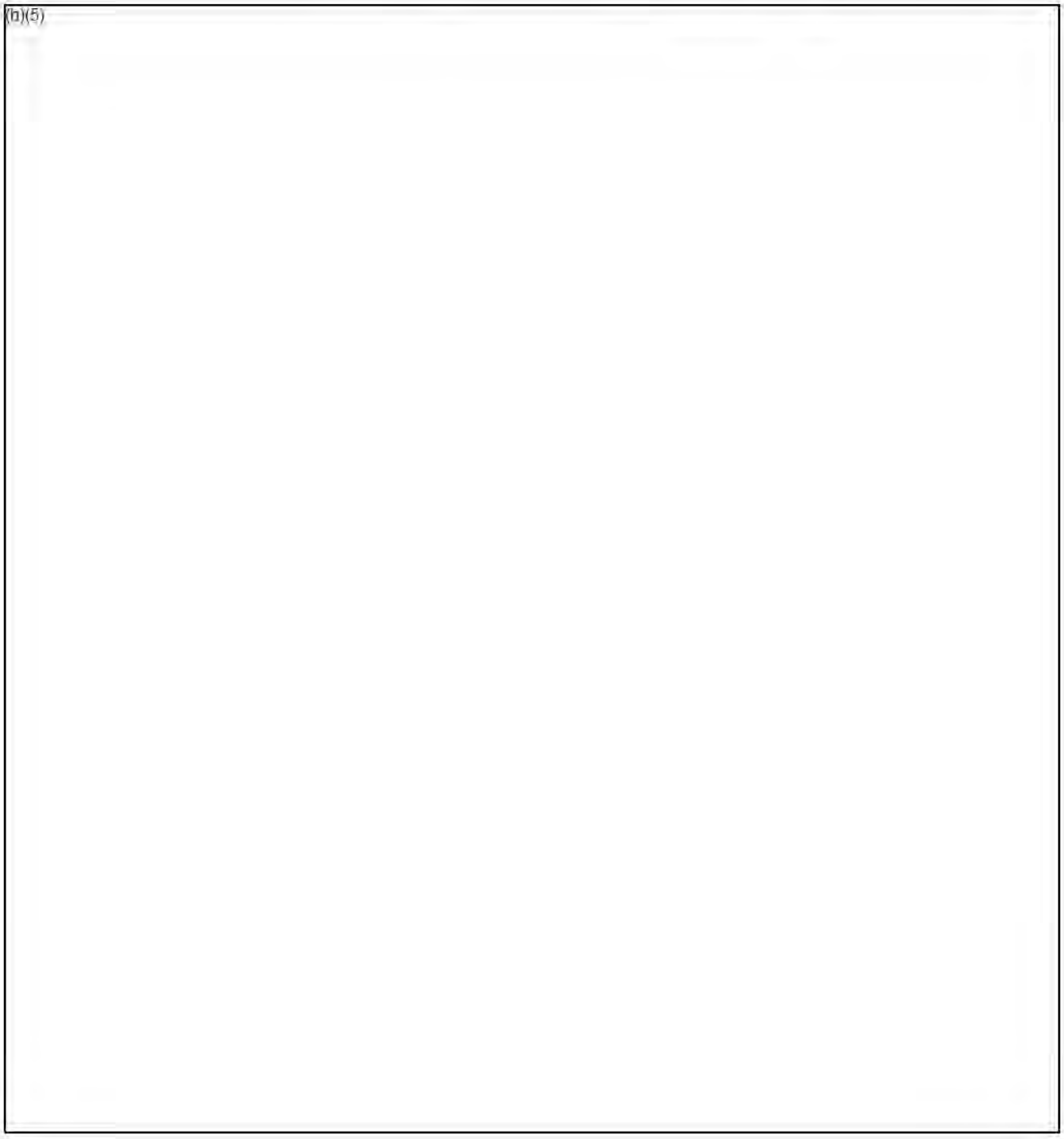

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Sent: 3 Dec 2018 21:41:54 +0000
To: Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Richey, Kimberly;Ryder, Ruth
Cc: Coxen, Carrie;Bentley-Memon, Millicent;Muhammad, Faatimah;Peasley, Donald;Clithero, Leslie;Rigling, Kay;Coxen, Carrie
Subject: OSS Policy Update
Attachments: attach 11 participation of kentucky students in statewide assessment.pdf, attach 12 disproportionality table.pdf, 1.0 percent cap waiver deliberative memo.ky.10.13.17.docx, 1.0 percent cap waiver request letter.ky.10.12.17.docx

*This week the issue is: To Discuss waiver request from Kentucky

Please see call-in information:

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MATERIALS

AMERICAN OVERSIGHT

Participation of Kentucky Students in Statewide Assessment

				Participation in Statewide Assessment by Sub-Group													
Content Area	Grade Span	Tested Students (General)	Tested Students (Alternate)	Students with Disabilities	White	African American	Hispanic	Asian	American Indian or Alaska Native	Pacific Islander	Two or More Races	Free/ Reduced Lunch	English Learner	Migrant	Homeless	Male	Female
Reading	Elementary	153,822	1,689	21,747	118,887	15,693	10,214	2,523	184	175	6,124	98,279	5,409	531	6,018	78,852	74,957
	Middle	149,159	1,812	17,455	118,092	15,700	8,191	2,436	183	125	4,413	90,078	2,723	392	4,927	76,581	72,566
Mathematics	Elementary	153,822	1,689	21,747	118,887	15,693	10,214	2,523	184	175	6,124	98,279	5,409	531	6,018	78,852	74,957
	Middle	149,159	1,812	17,455	118,092	15,700	8,191	2,436	183	125	4,413	90,078	2,723	392	4,927	76,581	72,566
Writing	Elementary	50,036	541	6,648	39,100	5,088	3,069	839	60	52	1,820	31,268	1,131	156	1,845	25,616	24,419
	Middle	99,271	1,217	11,536	78,669	10,391	5,426	1,604	122	83	2,961	59,899	1,824	267	3,321	51,005	48,257
	High	96,145	1,097	9,188	77,715	10,340	4,217	1,455	121	72	2,212	52,270	1,433	157	2,381	49,206	46,930
Language Mechanics	Elementary	51,185	606	7,230	39,568	5,160	3,458	863	62	56	2,013	32,688	1,685	176	2,015	26,396	24,785
	Middle	49,908	568	6,132	39,540	5,046	2,776	875	61	49	1,554	30,462	883	151	1,748	25,528	24,377
	High	46,419	577	4,287	37,882	4,835	1,928	669	46	34	1,023	24,516	583	69	1,074	23,676	22,741
Social Studies	Elementary	50,036	541	6,648	39,100	5,088	3,069	839	60	52	1,820	31,268	1,131	156	1,845	25,616	24,419
	Middle	49,363	649	5,404	39,129	5,345	2,650	729	61	34	1,407	29,437	941	116	1,573	25,477	23,880
English II	High	50,172	665	5,041	40,452	5,286	2,301	805	76	37	1,201	27,884	829	88	1,294	25,628	24,533
Algebra II	High	46,610	577	3,719	38,164	4,681	1,888	745	57	38	1,033	24,338	533	72	1,124	23,470	23,137
US History	High	46,613	537	3,987	38,216	4,696	1,937	657	58	33	1,012	24,529	592	75	1,156	23,736	22,874

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ED-17-0431-F-004250

Participation of Kentucky Students in Statewide Assessment

				Participation in Alternate Assessment Against Alternate Standards by Sub-Group												
Content Area	Grade Span	Tested Students (General)	Tested Students (Alternate)	White	African American	Hispanic	Asian	American Indian or Alaska Native	Pacific Islander	Two or More Races	Free/ Reduced Lunch	English Learner	Migrant	Homeless	Male	Female
Reading	Elementary	153,822	1,689	1,316	193	88	25	2	2	62	1,395	77	2	86	1,115	573
	Middle	149,159	1,812	1,469	200	77	20	2	1	45	1,438	59	5	73	1,213	601
Mathematics	Elementary	153,822	1,689	1,316	193	88	25	2	2	62	1,395	77	2	86	1,115	573
	Middle	149,159	1,812	1,469	200	77	20	2	1	45	1,438	59	5	73	1,213	601
Writing	Elementary	50,036	541	426	63	24	7	0	0	22	457	28	0	27	360	182
	Middle	99,271	1,217	985	135	51	15	2	0	31	964	40	2	53	800	419
	High	96,145	1,097	904	142	30	9	0	0	14	797	16	0	32	706	393
Language Mechanics	Elementary	51,185	606	471	72	30	11	1	2	18	498	30	1	27	390	215
	Middle	49,908	568	463	62	24	12	0	0	10	457	18	1	26	377	194
	High	46,419	577	476	72	15	6	0	0	8	431	12	0	22	378	199
Social Studies	Elementary	50,036	541	426	63	24	7	0	0	22	457	28	0	27	360	182
	Middle	49,363	649	522	73	27	3	2	0	21	507	22	1	27	423	225
English II	High	50,172	665	541	78	24	7	0	0	18	513	16	0	31	430	238
Algebra II	High	46,610	577	476	72	15	6	0	0	8	431	12	0	22	378	199
US History	High	46,613	537	453	57	15	3			9	364	4	1	22	349	188

Disproportionality of Students Participating in Alternate Assessment against Alternate Academic Standards (AA-AAAS) By Subgroup and Content Area

Sub-Group Disproportonality	Reading (Elem/Middle)	Math (Elem/Middle)	Writing (Elem/Middle/High)	Language Mech (Elem/Middle/High)	Social Studies (Elem/Middle)	English II (High)	Algebra II (High)	US History (High)
White Students Participating in Alternate Assessment	1.08	1.08	1.10	1.08	1.06	1.05	1.04	1.18
African American Students Participating in Alternate Assessment	1.09	1.09	1.15	1.17	1.10	1.13	1.28	1.06
Hispanic Students Participating in Alternate Assessment	0.76	0.76	0.70	0.70	0.73	0.78	0.63	0.66
Asian Students Participating in Alternate Assessment	0.78	0.78	0.68	1.02	0.53	0.65	0.65	0.36
American Indian/Alaskan Native Students Participating in Alternate Assessment	0.94	0.94	0.57	0.50	1.38	0.00	0.00	0.00
Pacific Islander Students Participating in Alternate Assessment	0.87	0.87	0.00	1.21	0.00	0.00	0.00	0.00
Students of Two or More Races Participating in Alternate Assessment	0.87	0.87	0.82	0.65	1.12	1.13	0.62	0.01
Free or Reduced Eligible Students Participating in Alternate Assessment	2.58	2.58	2.48	2.59	2.72	2.70	2.70	1.89
English Language Learners Students Participating in Alternate Assessment	1.47	1.47	1.67	1.63	2.06	1.47	1.84	0.58
Migrant Students Participating in Alternate Assessment	0.66	0.66	0.30	0.42	0.31	0.00	0.00	1.16
Homeless Students Participating in Alternate Assessment	1.27	1.27	1.29	1.32	1.33	1.85	1.60	1.68
Male Students Participating in Alternate Assessment	1.88	1.88	1.79	1.80	1.82	1.75	1.87	1.79
Female Students Participating in Alternate Assessment	0.53	0.53	0.56	0.56	0.55	0.58	0.53	0.56

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KDE/OTL/DLS

Disproportionality is Represented by a Risk Ratio
Comparing the Participation of Students in a Subgroup to the Participation of All Other Students

ED-17-0431-F-004252

Based on 2015-16 Assessment Data

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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3 – Jason Botel

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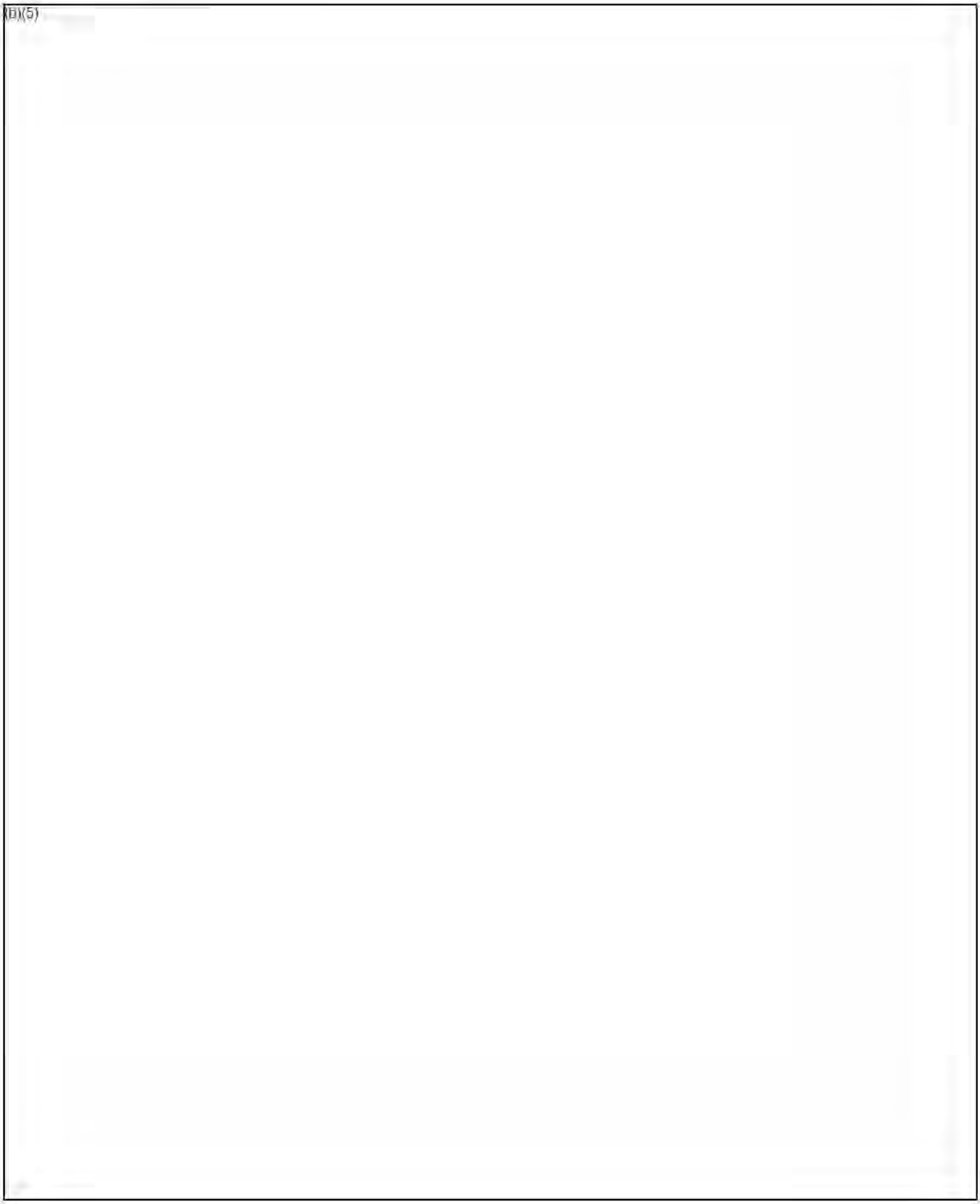

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4 – Jason Botel

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5 – Jason Botel

Analysis

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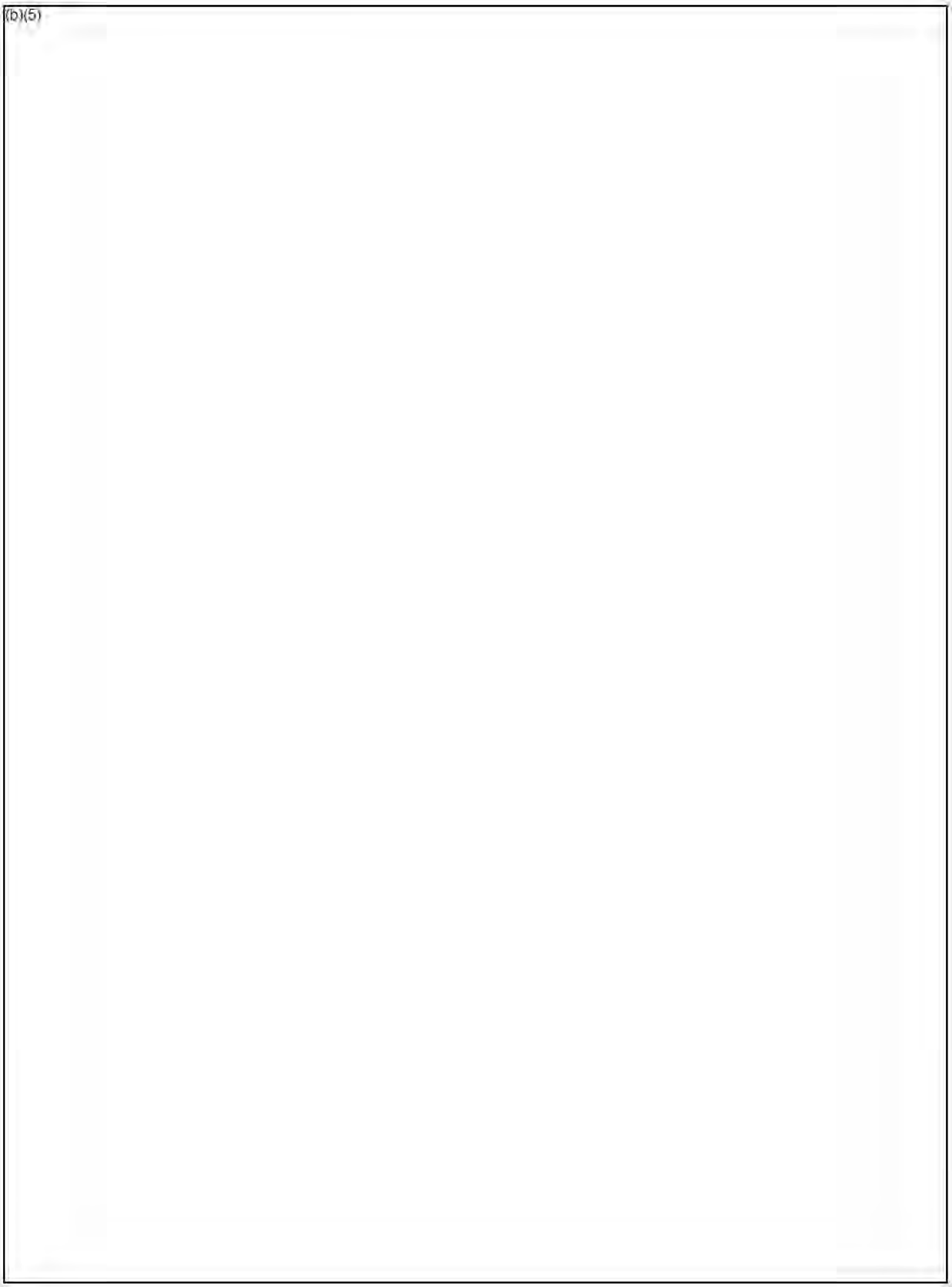

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6 – Jason Botel

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The Honorable Stephen L. Pruitt
Commissioner of Education
Kentucky Department of Education
300 Sower Boulevard
Frankfort, KY 40601

Dear Commissioner Pruitt:

I am writing in response to Kentucky's request on August 7, 2017, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. Kentucky requested this waiver because, based on State data for the 2015-2016 school year, the Kentucky Department of Education has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2017-2018 school year.

After reviewing Kentucky's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, the following waiver for school year (SY) 2017–2018:

- A waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in a subject.

As part of this waiver, Kentucky assured that the State educational agency (SEA):

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year (2016-2017) at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.
- Will require that an local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR 200.6(d) (with the exception of incorporating principles of universal

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design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

- Will implement, consistent with the plan submitted in Kentucky's waiver request, the system improvements and monitor future administrations to avoid exceeding the 1.0 percent cap.

In addition, approval of this waiver is conditioned on Kentucky submitting data on the number and percentage of students in each subgroup that took an AA-AAAS in SY 2016-2017 by (date when those data are available – to be provided by KY).

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact Millie Bentley-Memon of my staff at OSS.Kentucky@ed.gov.

Sincerely,

Jason Botel
Acting Assistant Secretary

cc: Gretta Hylton, Director, Division of Learning Services, Kentucky Department of Education
Rhonda Sims, Director, Office of Assessment & Accountability, Kentucky Department of Education

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From: Botel, Jason
Sent: 19 Apr 2018 01:21:58 +0000
To: Botel, Jason;Grant, Damaris
Subject: personal call

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From: Talbert, Kent
Sent: 16 Apr 2018 13:35:00 +0000
To: Talbert, Kent;Brogan, Frank;Botel, Jason;Jackson, Candice;Menashi, Steven;Collett, Johnny;Kean, Larry;Carter, Denise;Anderson, Margo;Zais, Mitchell;Ramirez, Lisa;Rinkus, Christopher
Cc: Jones, Diane;Dowling, Maureen;Richardson, Venitia;Karvonides, Mia;McCloskey, Amber;Hawes, Michael;Cordes, Bill
Subject: School Safety Commission
Attachments: ED chart, 8 areas of focus.pdf, Initial Topic Categories, 26 pts.docx

Please try to bring copies of the handouts, if possible. There will be a limited amount available at the meeting for those who cannot print the handouts prior. Thank you.

This meeting will be used to discuss the initial topic categories assigned to ED re: the School Safety Commission. This is for purposes of staffing the discrete issues and ultimately drafting the discrete parts that will go into a report at the end of the Commission's work.

It is critical that the principal office leaders attend this meeting and they should feel free to bring the person(s) whom they will assign to work on the discrete issue topics.

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Internal pre-decisional, deliberative communication
Last Updated: April 16, 2018

Initial Topic Categories for ED	Proposed Principal Office(s) Responsible	Head of Principal Office	Staff Member in Principal Office Assigned the Issue	Notes
1. Existing entertainment rating systems and youth consumption of violent entertainment.	Office of Planning, Evaluation and Policy Development	Frank Brogan		
2. Strategies to advance the science and practice of character development in youth and culture of connectedness	Office of Planning Evaluation and Policy Development (lead) Office of Elementary and Secondary Education Office of Safe and Healthy Schools	Frank Brogan Jason Botel		Policy and Program Studies Service within the Office of Planning Evaluation and Policy Development has overseen research on resilience or similar
3. Effects of press coverage on mass shootings	Office of Planning, Evaluation and Policy Development	Frank Brogan		
4. Repeal of Obama Administration's "Rethink School Discipline" policies	Office of Civil Rights (lead) Office of General Counsel Office of Special Education and Rehabilitative	Candice Jackson Steve Menashi Johnny Collett		

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Initial Topic Categories for ED	Proposed Principal Office(s) Responsible	Head of Principal Office	Staff Member in Principal Office Assigned the Issue	Notes
	Services Bob Eitel			
5. Review of school personnel training	Office of Elementary and Secondary Education (lead) Office of Planning Evaluation and Policy Development (i.e. Policy Program Studies Service)	Jason Botel Frank Brogan		
6. Ensuring the findings are sufficiently supported by existing and additional Federal, State, and local funding sources. (Not on Homeland Security list).	Budget Service Confer with OMB on assist with data gathering from programs/funding at DHS, HHS, DOJ	Larry Kean		Coordination with and assist by OMB will be key
7. Review of Family Educational Rights and Privacy Act and other statutory and regulatory privacy protections	Office of Management (i.e. Family Policy Compliance Office) (lead)	Denise Carter		Dale King is the Director of the Family Policy Compliance Office

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Initial Topic Categories for ED	Proposed Principal Office(s) Responsible	Head of Principal Office	Staff Member in Principal Office Assigned the Issue	Notes
	Office of General Counsel	Steve Menashi		
8. Support the transition of military veterans and retired law enforcement into new careers in education	Office of Innovation and Improvement (lead) Office of General Counsel	Margo Anderson Steve Menashi		Maureen Dowling is the Director of the Department of Education's Military Affairs Team within the Office of Innovation and Improvement Phil Rosenfelt in Office of General Counsel may have historical knowledge of past Troops to Teachers program

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DELIBERATIVE/PRE-DECISIONAL/CONFIDENTIAL

FEDERAL COMMISSION ON SCHOOL SAFETY

Initial Topic Categories

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From: Jackson, Candice
Sent: 20 Mar 2018 19:31:09 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT)
Cc: Birge, Eve
Subject: Stakeholder Outreach Meeting

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From: Botel, Jason
Sent: 9 Apr 2018 16:18:26 +0000
Subject:

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From: The Hill Events
Sent: 16 Mar 2018 18:04:22 +0000
To: The Hill Events
Subject: [Suspect Bulk Mail] Save the Date for 4/17 | Latinos in College: Closing the Graduation Gap

Across the United States, more Hispanic students than ever before are enrolling in college. Yet, they are still less likely than other groups to graduate with a four-year college degree. What action is needed to close achievement gaps and boost Latino college completion rates? How can government leaders provide support to educational institutions seeking to retain and improve outcomes for students of color and what is the role community colleges can play in this effort?

As Congress takes on the task of reauthorizing the Higher Education Act, The Hill and The Hill Latino will convene policymakers, education officials, college presidents and students for a solutions-focused conversation on Hispanic student success.

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RSVP NOW

Tuesday, April 17, 2018

8:00 AM | Guest Arrival & Networking Breakfast

8:30 AM | Program Begins

10:00 AM | Program Concludes

Gallup

901 F Street NW

Washington, DC 20004

(9th Street Entrance)

PRESENTING SPONSOR

Excelencia IN EDUCATION

VENUE PARTNER

AMERICAN OVERSIGHT

GALLUP®

This event is designed to comply with Congressional Ethics rules. If you have any questions, please contact your respective Ethics Committee.

AMERICAN OVERSIGHT

From: Zimmermann, Jacquelyn
Sent: 5 Mar 2018 21:09:16 +0000
To: Zimmermann, Jacquelyn;OCO All HQ Users;OESE All Users
Subject: 85 visual artists -- 80 musicians -- 30 educators: Come hear and talk with them and celebrate them at ED!

AMERICAN OVERSIGHT

Peter Max meets Lady Liberty by Kayra Sacan

WHERE: U.S. Department of Education
Lyndon Baines Johnson Auditorium
400 Maryland Ave. S.W.
Washington, DC 20202

WHEN: March 8, 2018
11 a.m. to noon

FEATURING STUDENT PERFORMANCES

- 32-PIECE JAZZ BAND
- FLUTE ENSEMBLE
- ELEMENTARY CHORUS
- HIGH SCHOOL CHORAL GROUP

AMERICAN OVERSIGHT

Summtime by Summer Peterson

Peter Max meets President Donald J. Trump
by Gabriel Palmer

WITH REMARKS BY

Frank Brogan, acting principal deputy assistant secretary for planning, evaluation and policy development, and delegated the authority to perform the functions and duties of assistant secretary for postsecondary education, U.S. Department of Education

James Wigo Sr., superintendent of schools, Rose Tree Media School District

William Dougherty, assistant superintendent, Rose Tree Media School District

Elizabeth Schneider, school board director, Rose Tree Media School District

Kathleen Devine, art coordinator, Rose Tree Media School District

Summer Peterson, senior, Penncrest High School, and co-president of the National Art Honor Society (NAHS)

Beatrice Cressler, 8th-grade student, Springton Lake Middle School, Rose Tree Media School District

AMERICAN OVERSIGHT

Self-Portrait with Background Inspired by Jackson Pollock by Nelom Anwar

Self-Portrait with Background Inspired by Jackson Pollock by Julius Drummond

RSVP Please RSVP to Jacquelyn.zimmermann@ed.gov . If you have any questions, please email Jackye or call her at 202-401-0762.

SECURITY Guests who are not ED employees must RSVP so that an escort can be arranged. Guests must also present an official photo ID to enter the building.

IF YOU REQUIRE REASONABLE ACCOMMODATIONS to participate in this event, please contact Jackye Zimmermann at Jacquelyn.Zimmermann@ed.gov or at 202-401-0762.

WE INVITE YOU TO CELEBRATE THE OPENING OF
ROSE TREE MEDIA, PENNSYLVANIA, K–12Students' Art Exhibit Opening

WHERE: U.S. Department of Education
Lyndon Baines Johnson Auditorium
400 Maryland Ave. SW
Washington, DC 20202

WHEN: March 8, 2018
11 a.m. to noon

FEATURING STUDENT PERFORMANCES
32-PIECE JAZZ BAND
FLUTE ENSEMBLE
ELEMENTARY CHORUS
HIGH SCHOOL CHORAL GROUP

WITH REMARKS BY
Frank Brogan, acting principal deputy assistant secretary for office of planning, evaluation and policy development, and delegated the authority to perform the functions and duties of assistant secretary for postsecondary education, U.S. Department of Education

AMERICAN OVERSIGHT

James Wigo Sr., superintendent of schools, Rose Tree Media School District

William Dougherty, assistant superintendent, Rose Tree Media School District

Elizabeth Schneider, school board director, Rose Tree Media School District

Kathleen Devine, art coordinator, Rose Tree Media School District

Summer Peterson, senior, Penncrest High School, and co-president of the National Art Honor Society (NAHS)

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From: Oficina de la Secretaria
Sent: 5 Mar 2018 21:28:52 +0000
To: Oficina de la Secretaria;Botel, Jason;Marie Ortiz Sánchez;Vicente Graulau Rosario;Nordahl, Nicholas;Norris, Elizabeth;Ramirez, Lisa;Glenda E. Ponce Mendoza
Subject: CALL / TA ON STUDENT INFORMATION SYSTEM / PATRICIA MAYERTHOLEN

(b)(5)

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 2 Mar 2018 14:38:23 +0000
To: DeVos, Betsy;EDCalendar;Botel, Jason;Lee, Ebony
Cc: Dowling, Maureen
Subject: Canceled: Meeting with Council for American Private Education (CAPE) Board Officers
Importance: High

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 8 Mar 2018 21:10:58 +0000
To: Lee, Ebony;Ferguson, Gillum;Blew, James;Botel, Jason
Subject: HOLD: Meeting with Paul Norcorss

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Mar 2018 15:36:34 +0000
To: Botel, Jason
Subject: Jason Arriving At 9:30

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Mar 2018 02:26:05 +0000
To: Botel, Jason;Grant, Damaris
Subject: jason may have meeting with OM

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Mar 2018 13:39:08 +0000
To: Botel, Jason;Grant, Damaris
Subject: jason meets with OM

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Mar 2018 14:30:11 +0000
To: Botel, Jason
Subject: Jason Personal Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Mar 2018 12:41:11 +0000
To: Botel, Jason
Subject: Jason Personal Call

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From:
Sent:
To:
Christopher;Washington
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 19 Mar 2018 16:51:48 +0000
To: Lee, Ebony;Botel, Jason;Rinkus, Christopher
Subject: Meeting- ESSA State Plan Briefing

Purpose: To update Ebony on the upcoming state plans

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 21 Mar 2018 13:54:53 +0000
To: Lee, Ebony;Botel, Jason;Rinkus, Christopher
Subject: Meeting- ESSA State Plan Briefing

Purpose: To update Ebony on the upcoming state plans

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 16 Mar 2018 20:06:06 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick
Cc: Coxen, Carrie;Botel, Jason;Roney, Collette;Anderson, Michael (OGC);Johnson, Patricia;Skinner, Josie;Peternith, Rachel;Siry, Melissa
Subject: OSS Policy
Attachments: IN grad rate waiver request deliberative memo (2018-03-15 clean).docx

***Material:** Please submit briefing material and/or Completed OESE Template prior to check- in w/Lisa to Debbie
(See Template attached)

Please submit any upcoming Leave.

Please see call-in information:

(b)(6)

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DELIBERATIVE MEMO

(b)(5)

AMERICAN OVERSIGHT

(b)(5)

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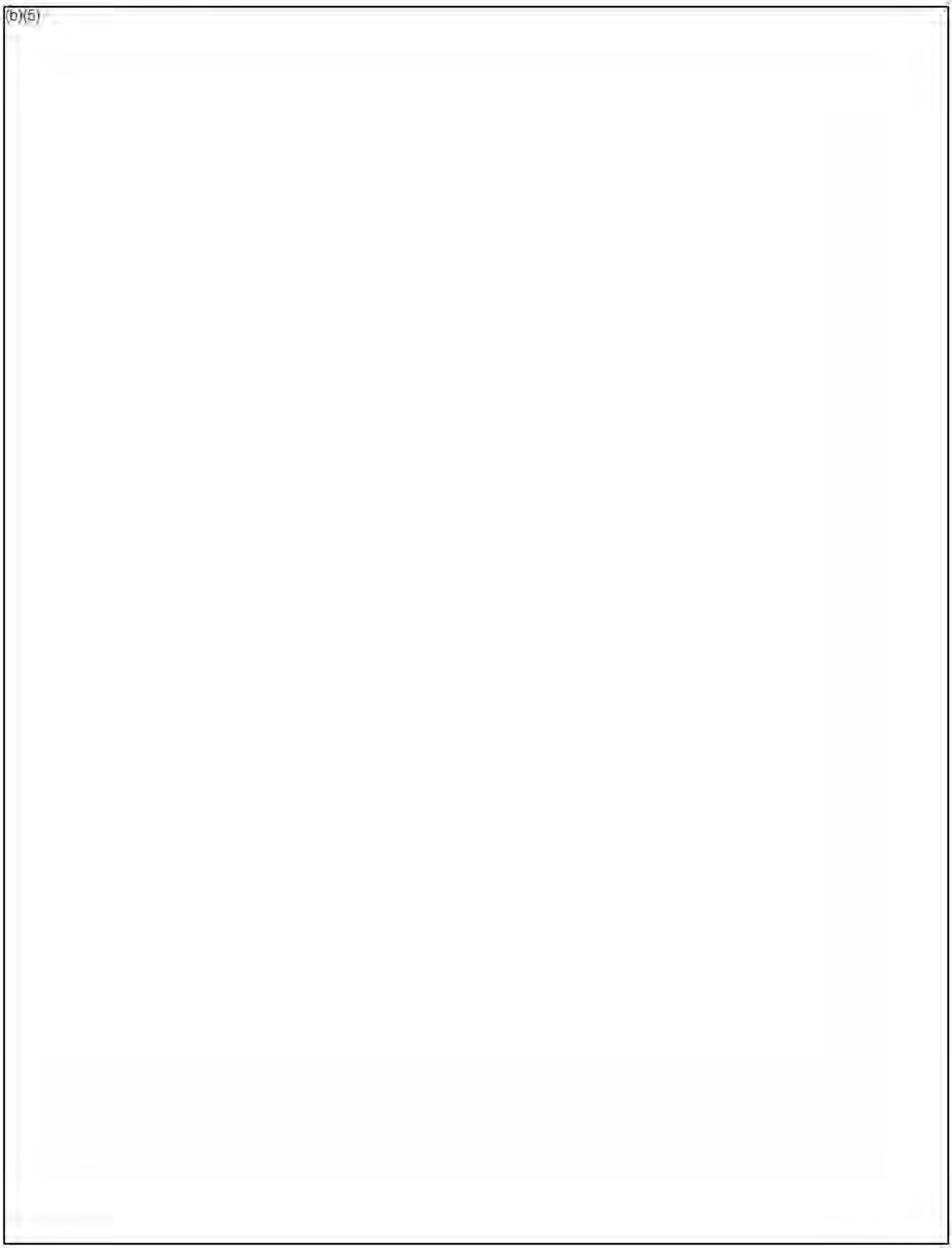
(b)(5)



AMERICAN OVERSIGHT

(b)(5)

AMERICAN OVERSIGHT

(b)(5)

AMERICAN OVERSIGHT

From: Dempster, Carolyn
Sent: 8 Mar 2018 17:28:44 +0000
To: Dempster, Carolyn;Billups, Angela;Soltis, Tim;WDCPCP-6082 (Managed);WDCPCP-6084 (Managed);WDCPCP-6158 (Managed);WDCFB6-5C100 (Managed);Webster, Douglas;Broadwater, Sara;Burleson, Roman;Chamberlain, Michael;Hahn, Nicholas;Hill, Elizabeth;Merriweather, Denisha;Nations, Kayla;Reynolds, Cody;Stauffer, Evelyn;Walker, Kathryn;Bull, Brittany;Henderson, Chelsea;Jackson, Candice;Sherman, Brandon;Trachman, William;Dickinson, Sarah;Musgrave, Steven;Talbert, Kent;Coxen, Carrie;Rinkus, Christopher;Bader, Hans;Brinton, Jed;Kossack, Andrew;Menashi, Steven;Riemer, Jeffrey (Justin);Shaheen, Patrick;Abramczyk, Nicholas;Huizinga, Madeleine;McHam, Gerren;Oppenheim, Peter;Prescott, Jenny;Brickman, Michael;Pena, Alexandra;Brogan, Frank;Mabrey, John;Morrow, Jean;Blew, James;Boyse, Natalie;Breeding, Nathaniel;Davis, Martha;Delahunty, Sarah;Ernst, Allen;Ferguson, Gillum;Goad, Robert;McCloskey, Amber;Newman, Jessica;Snow, McKenzie;Ventimiglia, Eric;Whitaker, Heather;Collett, Johnny;Mutz, John;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Smith, Kathleen
Cc: Wooten, Michael;Viana, Jose;Botel, Jason;Kissel, Adam;Bailey, Nathan;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Richey, Kimberly;Conaty, Joe;Friday, Kate
Subject: PCP-Procurement Integrity Briefing
Attachments: INDUSTRY COMMUNICATION.pptx, FedAcq101 FY2018.pdf
Importance: High

Please accept only one of the three sessions offered.

Conference Line information:

(b)(6)

OCFO would like to provide the Department's leadership team with a very important briefing on **Procurement Integrity** from our Deputy Chief Acquisition Officer (CAO) and Senior Procurement Executive (SPE), Dr. Angela Billups.

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INDUSTRY COMMUNICATION MYTHBUSTERS

- Poor Communication Government - Not enough listeningIndustry - Not enough communicationMyths Government cannot meet with vendorCommunication must be disclosed like registered lobbyistsLimit communication because of potential protestMyth Busters Government can generally meet one-on-one with potential offerors as long as no vendor receives preferential treatmentMost vendors do not fall into the category of requiring disclosure. Even when they do, it is a minimal burden that should not prevent useful meetings from taking placeRestricting communication will not prevent a protest, and actually might increase the chances of a protest
- Purpose of Myth Busters What you can doInstead of what you must not doFederal Acquisition RegulationsAllows for broad communicationInclude substantial flexibilities that are not being usedIndustry - Best Resource for Information New technologies and innovative strategiesAgencies miss out on this knowledge or design faulty acquisition strategies because they aren't comfortable having frequent, informal conversations with industryListening to industry early on can help ensure that we are buying the appropriate goods and servicesFeedback from industry can improve the acquisition strategies and help to develop realistic expectations

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EDUCATION

FEDERAL ACQUISITION 101

Fiscal Year 2018

Acquisition: Ready. Resourceful. Responsive.

Department of Education

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Purpose

- Acquisition Lifecycle Basic Information
- Acceptable and Not Acceptable Practices

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Acquisition Overview

- What and Why
- Common Terms and Definitions
- Acquisition Lifecycle (Pictorial View)
- Roles and Responsibilities
- Delegated Authorities
- Risks, Ethics, and Remedies
- Global Government Acquisition Problems
- Additional Definitions and Acronyms

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What and Why

- Increasingly, the federal government is called upon not only to manage the routine operations of the ongoing programs, but also to undertake large, complex initiatives to sustain current and often add new mission areas in a rapidly changing environment. The most common resource options used to assure mission success are federal employees, interagency agreements, and/or contracts. For example during periods of Administration transition, many will be new to federal service, serving as "political appointees" and term employees. It is important for all federal employees to be mindful of the unintended consequences that may result from interactions with current and potential Government contractors.
- The Federal Acquisition Lifecycle was developed to provide standards and processes by which the government acquire (purchase/procure) goods and services by contract. Successful adoption of program/project management enable the government to more consistently and efficiently achieve important public purposes, save taxpayer dollars, enhance service delivery, and perhaps most importantly, sustain public trust.

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Common Terms and Definitions

- **Acquisition/Procurement** is the acquiring by contract with appropriated funds of supplies or services (including construction) by and for the use of the Federal Government through purchase or lease, whether the supplies or services are already in existence or must be created, developed, demonstrated, and evaluated. For government purposes Procurement is synonymous with Acquisition per the Federal Acquisition Regulation (FAR) Part 2.
- **Contracting** is the means of purchasing, renting, leasing, or otherwise obtaining supplies or services from nonfederal sources. Contracting includes description (but not determination) of supplies and services required, selection and solicitation of sources, preparation and award of contracts, and all phases of contract administration. Contracting is one phase of the acquisition lifecycle, it is **not synonymous with acquisition.**
- **Acquisition Planning** is the process by which the efforts of all personnel responsible for an acquisition are coordinated and integrated through a comprehensive plan for fulfilling the agency need in a timely manner and at a reasonable cost. It includes developing the overall strategy (focused on the program need - Acquisition Strategy) for managing the acquisition (focused on plan of action for Contracting – Acquisition Plan).

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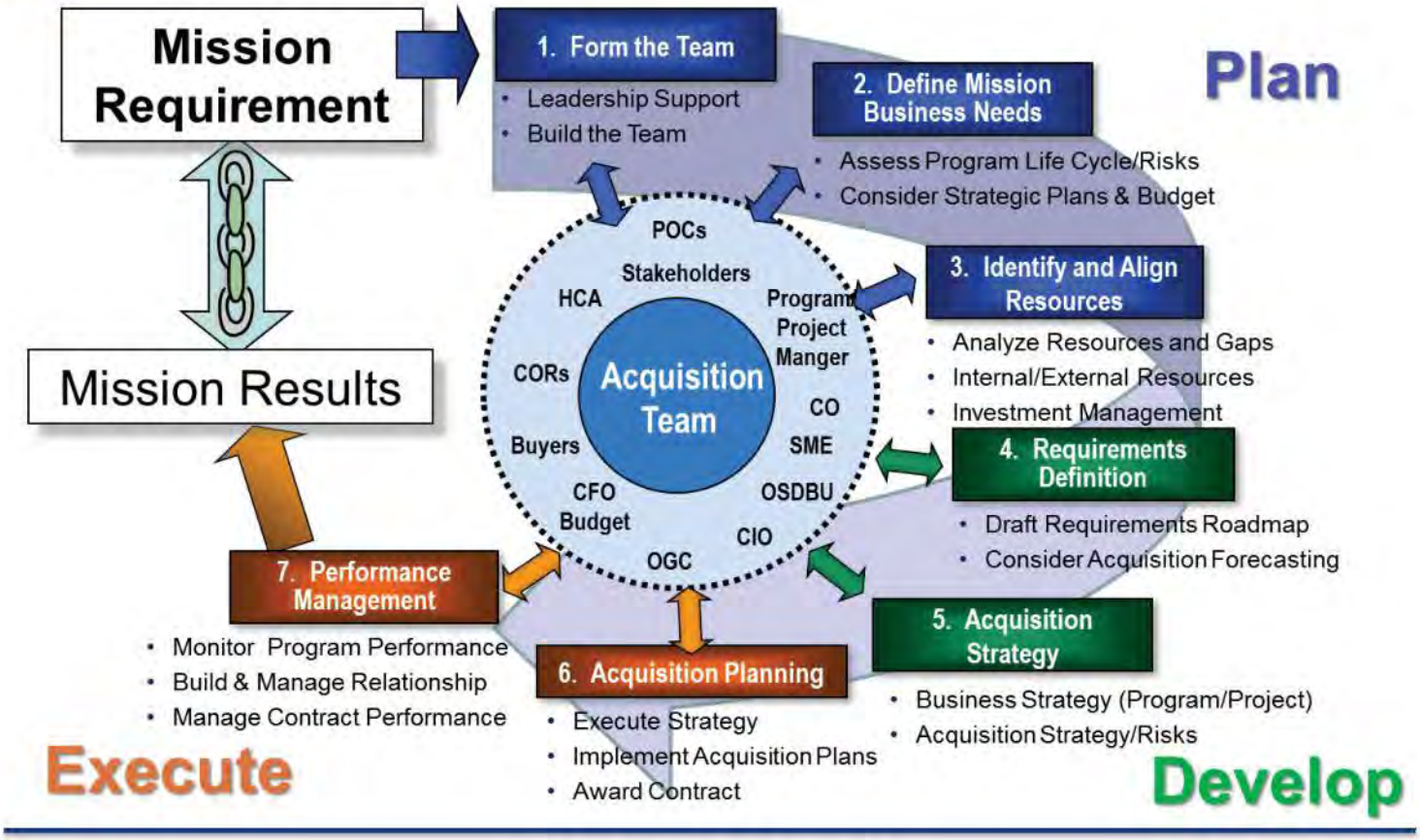
Acquisition Lifecycle Framework



Department of Education

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Delegated Authorities

- **Delegated Acquisition Authority**
  - Chief Acquisition Officer (CAO) – Acquisition Leadership, Vision, and Direction
  - Senior Procurement Executive (SPE) – Optimize Acquisition Life Cycle Functions
  - POCs – Mission Owners

- **Key Principles**
  - Promotes Acquisition as a Strategic Enabler for Department Mission Accomplishment
  - Promotes Effective Partnerships – Encourage Integrated Acquisition Teams
  - Collaborative Management of All Phases of Acquisition Life Cycle -- Integrated Acquisition Teams

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Roles and Responsibilities

Integrated Acquisition Team

Multi-Disciplinary Program Offices and C Suite Team

Roles	Responsibilities
Mission Owner POCs Program/Project Manager (P/PM) COR	• Mission and Business Plan • Establishes Acquisition Strategy and Acquisition Plan • Manages costs, schedule, risks, and performance • Supports day-to-day administration of contract
CFO, CAO, Budget, CIO, Head of Contracting Activity, and Contracting Officer	• Subject matter experts for overarching policy, oversight and management • Collaborative Management • Promotes Acquisition as Strategic Enabler for Department Mission
Budget/CIO/OGC OSDBU and Other Subject Matter Experts	• Subject matter expert providing support based on statute, legal opinions and other pertinent information • Collaborative Partners for successful mission accomplishment

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Ethics and Procurement Integrity

- What You Need to Know
  - Role – Assure Integrity Preserved Throughout the Acquisition Lifecycle
  - Recognize Conflicts of Interest (financial or situations/relationships that raise appearance of lack of impartiality)
  - Gifts (receiving and giving)
  - Acquisition/Procurement and Other Nonpublic Information
  - Restrictions on Seeking Employment Discussions
  - Working for a Government Contractor After Government Service
  - Miscellaneous Areas (fund raising at work, letters of recommendation or references)
  - Questions Should be Addressed to Ethics Officials and the Contracting Officer
  - Assure Compliance with Procurement Integrity Act (PIA) – FAR Part 3.104
  - PIA includes Administrative, Civil, and/or Criminal Penalties for Violations
  - Additional Resource - www.oge.gov
  - See Attachments
    - ✓ Attachment 1 – US Office of Government Ethics – Ethics and Procurement Integrity
    - ✓ Attachment 2 – Department of Education – Procurement Integrity for Government Employees, Dated Jan 5, 2017

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Unauthorized Commitment

- What You Need to Know
  - Government Representative Binding the Government w/o Authority - FAR Part 1.602-3
  - Government Contractual Commitments Require a Warranted Contracting Officer
  - Government Employees May Be Held Liable for Violations
  - Be Aware of Perceived or Apparent Authority Based on Government Position
  - Avoid the Trap of Being Unintentionally Considered to have the Authority to Obligate the Government
  - Consult with the Contracting Officer, OGC and other SMEs
  - See Attachment 3 – Department of Education – Unauthorized Commitments

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Global Government Acquisition Problems

- Inadequate Definition of Mission/Business Need
- Underestimation of Complexity and Scope of Program/Project
- Failure to Keep Records of Critical Decisions
- Requirements Instability – Cost Overruns
- Poor Communications – Underestimation of Need to Engage Stakeholders
- Inadequate Governance, Impact Statement and Integration Requirements
- Inadequate Acquisition Business Cases/Strategy/Planning
- Funding Requirements Unrealistic
- Aligning Supplier Selections with Instant Requirement
- Limited Knowledge on Developing and Applying Incentives
- Limited Knowledge, Capacity and/or Failure to Properly Test and Accept Deliverables
- Lack of Discipline in the Acquisition Process – Little or No Analysis, Application and/or Collection of Lessons Learned
- Identification of Responsible Parties
- Lack Change Management Procedures

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Additional Definitions

- **BUYER** – Individuals acquiring goods and services on behalf of the government with specified processes and dollar limitations.
- **CHIEF ACQUISITION OFFICER (CAO)** - Chief Acquisition Officer" means an executive level acquisition official responsible for agency performance of acquisition activities and acquisition programs created pursuant to Service Acquisition Reform Act (SARA).
- **CONTRACTING OFFICER (CO)** - means a person with the authority to enter into, administer, and/or terminate contracts and make related determinations and findings.
- **CONTRACTING OFFICER'S REPRESENTATIVE (COR)** - means an individual designated and authorized in writing by the contracting officer to perform specific technical or administrative functions.
- **HEAD OF THE CONTRACTING ACTIVITY** - means the official who has overall responsibility for managing the contracting activity.
- **PERSONAL SERVICES CONTRACT** - means a contract that, by its express terms or as administered, makes the contractor personnel appear to be, in effect, Government employees (see FAR Part 37.104).
- **SENIOR PROCUREMENT EXECUTIVE (SPE)** - means the individual appointed pursuant to SARA, who is responsible for management direction of the acquisition system of the executive agency, including implementation of the unique acquisition policies, regulations, and standards of the executive agency.

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Acronyms

- CHIEF ACQUISITION OFFICER (CAO)
- CHIEF FINANCE OFFICER (CFO)
- CHIEF INFORMATION OFFICER (CIO)
- CONTRACTING OFFICER (CO)
- CONTRACTING OFFICER REPRESENTATIVE (COR)
- FEDERAL ACQUISITION REGULATION (FAR)
- HEAD OF CONTRACTING ACTIVITY (HCA)
- OFFICE OF GENERAL COUNSEL (OGC)
- OFFICE OF SMALL AND DISADVANTAGED BUSINESS UTILIZATION (OSDBU)
- PROCUREMENT INTEGRITY ACT (PIA)
- PROGRAM OFFICE (PO)
- PROGRAM/PROJECT MANAGER (P/PM)
- SENIOR PROCUREMENT EXECUTIVE (SPE)
- UNAUTHORIZED COMMITMENTS (UAC)

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Attachment 1

Ethics & Procurement Integrity

What You Need to Know as a Federal Employee Involved in the Procurement and Acquisition Process

U.S. Office of Government Ethics
www.usoge.gov

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Ethics & Procurement Integrity

What You Need to Know as a Federal Employee Involved in the Procurement and Acquisition Process

Contents

3 Introduction
3 Conflicts of Interest
3 Financial Conflicts
4 Impartiality Issues
4 Gifts
4 Gifts From Contractors
5 Gifts To Contractors
6 Procurement and Other Nonpublic Information
6 Procurement Information
7 Other Nonpublic Information
7 Restrictions on Employment Discussions
7 Seeking Employment: General Rules
7 Seeking Employment with a Bidder or Offeror
8 Working for a Contractor After Government
8 Accepting Compensation from a Contractor
9 General Post-Employment Restrictions
10 Miscellaneous
10 Fundraising
10 Letters of Recommendation
10 Outside Employment with a Contractor
10 Conclusion
11 About OGE

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Introduction

As a Federal employee involved in the procurement and acquisition process, you play an important role in preserving the integrity of Government contracting and assuring fair treatment of bidders, offerors, and contractors. A violation of ethics rules can cause a bid protest or undermine the public's confidence in Government. Improper conduct can also result in an administrative, civil or even criminal penalty.

This brochure provides general information only. It will help you recognize some of the most common ethics and procurement integrity issues that can come up during the contracting process. Where there are examples, please note that they just illustrate a few common scenarios. You might encounter other issues or different situations.

If you have a specific issue, have questions, or need additional help, contact an ethics official at your agency *before* taking any action. For information on how to contact your Designated Agency Ethics Official (DAEO), consult the DAEO list on the Office of Government Ethics website at http://www.usoge.gov.

1 Conflicts of Interest

Ethics laws prohibit Government employees from having financial conflicts of interest. By keeping in mind a few basic concepts, you can help ensure that contracts are awarded and administered free from improper influence or even the appearance of impropriety.

Financial Conflicts

A criminal law prohibits you from working on a Government matter (such as a contract) that would affect your financial interests. This prohibition also covers the financial interests of certain other persons such as:

- your spouse;
- minor child;
- general partner;
- an organization in which you serve as an employee, officer, director, trustee, or general partner; and
- a person with whom you are seeking or have an arrangement for future employment.

A Few Examples of Financial Conflicts of Interest

You would have a financial interest in a contract or other matter that affects the contractor in situations such as these:

- You own stock in a company that is bidding on a contract (or that is likely to be a subcontractor).
- You have a pension with, or deferred compensation from, your former employer, a contractor that is participating in a procurement with your agency.
- You moonlight for a company that gets a contract with your agency.
- Your spouse works for a contractor and her salary would be affected if her company is awarded (or loses) a contract with your agency.

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If you think you have a financial conflict, contact your agency ethics official right away. He will help you determine whether you will have to stop working on the Government matter, or whether another remedy would resolve the conflict.

Impartiality Issues

Even though you may not have a financial interest that can be affected by a procurement activity or contract, circumstances might arise that could call your impartiality into question. Some examples of when your impartiality could be questioned include the following:

- Your duties require you to work on a procurement involving your former employer or clients, your spouse's employer or clients, close relatives, or others with whom you have some kind of business relationship.
- You are assigned to a contract involving a person you are dating.
- You are required to evaluate bids, one of which was submitted by a friend.

If you encounter any situation where you think your impartiality would reasonably be questioned, you should stop working on that matter, and contact your supervisor and agency ethics official for further advice.

2 Gifts

Gifts From Contractors

As a Government employee, you must not solicit or accept gifts from contractors and their employees.

> A gift is anything that has monetary value, such as food, travel, entertainment, discounts, and loans.

Even though you might work closely with contractor employees on a daily basis, remember that both agency contractors and their employees are considered "prohibited sources" of gifts to you.

You also must not accept a gift given by an organization or individual who is seeking business with your agency. Thus, the safest course of action is to remember this rule: Do not solicit anything, or accept a gift, from a contractor, prospective contractor, or contractor employee, unless clearly permitted by an exception in the ethics rules or you have received advice from your agency ethics official.

Items You Can Accept

Examples of items that you generally may accept – even from a contractor – include:

- Modest food and refreshments, such as coffee and donuts that are not offered as part of a meal;

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- Gifts valued at $20 or less per "source" per occasion, although the total value of such gifts must not exceed $50 in a calendar year from a single source (Note: a contractor and its employees are considered the same "source." For example, you could not accept five $15 lunches from five employees who work for the same contractor.);

- Gifts based on a personal relationship (This means gifts from family members or friends with whom it is clear you have a true friendship – not a friendly relationship with a contractor that was formed on the job.);

- Meals, lodging, transportation, or other benefits that are from your spouse's employer, provided that the gift was not given or enhanced because of your Government job;

- Gifts or discounts available to the general public, to all Government employees, or to all military personnel;

- Free attendance at a conference or similar "widely attended gathering" (as long as your agency determines that your attendance is in the agency's best interest and certain other conditions are met); and

- Anything paid for by the Government or secured by the Government under a contract.

Your agency ethics official can help you determine whether you can accept a particular gift.

Some Words of Caution

Of course, you should not accept anything of value from a bidder or contractor if you think that the integrity of the procurement process could be questioned. Also, be careful not to accept gifts so frequently that a reasonable person would think you are using your public office for private gain. Finally, remember that you may never accept cash or solicit a gift from a contractor or contractor employee.

Gifts to Contractors

You should be mindful that contractors usually have their own rules and policies about gift-giving, especially when dealing with the Government. You do not want to embarrass a contractor employee, or cause him to violate his company's rules.

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3 Procurement and Other Nonpublic Information

As a Government employee, you might have access to procurement and other nonpublic information that could affect a contract bid or the award process. Improper disclosure of such protected information could violate numerous laws, as well as ethics rules. It also could subject you to administrative actions, as well as civil or criminal penalties.

Procurement Information

You may not knowingly obtain or disclose **contractor bid or proposal information** or **source selection information** before the award of the contract, other than as permitted by law.

Contractor bid or proposal information

This proprietary information must be secured to prevent disclosure. It includes certain nonpublic information submitted in connection with a bid or proposal, such as:

- Cost or pricing data, including indirect costs and direct labor rates;
- Information about manufacturing processes, operations and techniques when marked "proprietary" in accordance with law or regulation;
- Information marked as "contractor bid or proposal information"; and
- Any other information related to a specific procurement that a company making a bid deems proprietary.

Source selection information

This is information not previously available to the public that is prepared for use by an agency in evaluating a bid or proposal. Such information includes:

- Bid prices for sealed bids or lists or prices;
- Proposed costs or prices;
- Source selection plans;
- Technical evaluation plans;
- Technical, cost or price evaluations of competing proposals;
- Competitive range determinations;
- Rankings of bids, proposals or competitors;
- Reports, evaluations and recommendations of source selection panels, boards or advisory councils; and
- Any other information marked as "source selection information."

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Other Nonpublic Information

In addition to the rules on disclosure of specific procurement information, ethics rules prohibit you from disclosing any nonpublic information to further your private interests, or those of another person, such as a contractor or contractor employee. **Nonpublic information** includes information about a contract or procurement that you gain through your job and that you reasonably should know has not been made available to the public. An example of nonpublic information would be an agency's internal decision to terminate a particular contract.

If you have any doubt about whether information is protected information, or whether you are permitted to disclose such information, you should get advice from your agency ethics official before disclosing or otherwise using the information.

4 Restrictions on Employment Discussions

During the course of your Government service, you might decide to seek employment in the private sector or even with a contractor who does business with your agency. There are several restrictions that apply to your Government work when you seek future employment or have employment discussions with contractors.

Seeking Employment: General Rules

All Government employees are subject to the rules on seeking employment. These rules are quite broad and apply well before you and a potential employer actually negotiate specific terms and conditions of employment.

You may not work on Government matters that would affect the financial interests of a contractor with which you are seeking employment. This rule generally applies even if you make an unsolicited contact about possible employment. It also applies if you do not reject a contractor's unsolicited overture about possible employment.

Once you have reached an agreement for future employment with a contractor, you still may not work on any Government matters that would affect the financial interests of the contractor. And remember, in any case where you have an obligation to recuse yourself from working on an assignment, you should notify your supervisor as soon as possible about your need to recuse.

Seeking Employment with a Bidder or Offeror

As a Federal employee involved in the procurement process, you might be subject to additional rules under the Procurement Integrity Act when you have employment discussions with

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bidders or offerors. These rules apply only if you are performing certain functions involving:

- the specification or statement of work;
- the solicitation;
- the evaluation of bids or proposals, or selecting a source;
- the negotiation of price or terms and conditions of the contract; or
- the review or approval of the award of a contract.

If you are performing one of these functions in a competitive procurement for a contract in excess of $100,000, and you contact or are contacted by a bidder or offeror in that procurement about possible non-Federal employment, you must:

- promptly report the contact in writing to your supervisor and your agency ethics official; and
- either

  -- reject the possibility of non-Federal employment; or

  -- consult with your supervisor and do not work on that procurement until the agency has authorized you to do so.

Note: you must also submit a written disqualification notice to the contracting officer, the source selection authority, and your supervisor.

5 Working for a Contractor After Government

Depending on your Government position and what your role was in a procurement, you might be subject to certain restrictions when you leave Government service.

Accepting Compensation from a Contractor

You might be banned from accepting compensation from a contractor for one year after you served in a covered procurement-related position or made a procurement-related decision for your agency. The ban, which is part of the Procurement Integrity Act, prohibits you from accepting compensation as an employee, officer, director, or consultant of the contractor.

Who is Covered by the One-Year Ban?

The one-year ban applies if you:

Served in any of the following positions on a contract over $10 million:

- Procuring contracting officer;
- Source selection authority;
- Member of a source selection evaluation board;
- Chief of a financial or technical evaluation team;
- Program manager;

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- Deputy program manager; or
- Administrative contracting officer;

or

Personally made any of the following decisions on behalf of your agency to:

- Award a contract, subcontract, modification of a contract or subcontract, or a task order or delivery order over $10 million;
- Establish overhead or other rates for a contractor on a contract or contracts valued over $10 million;
- Approve a contract payment or payments over $10 million; or
- Pay or settle a claim over $10 million.

Exception

This restriction does not prohibit you from working for another division or affiliate of the contractor, as long as it does not produce the same or similar products or services as the division or affiliate responsible for the contract in which you were involved.

General Post-Employment Restrictions

You should also keep in mind that there are criminal post-employment restrictions that apply to all Federal employees regardless of whether they work for a contractor after Government service. You may be covered by one or more of these restrictions even if you did not perform any of the functions or serve in any of the roles designated by the Procurement Integrity Act (see above). The most common restrictions are explained below.

Common Restrictions

You are permanently barred from representing another person before the Government on the same matter (such as a contract) on which you worked as a Government employee. **Representing** means making a communication or appearance with intent to influence the Government, and includes signing a letter, attending a meeting, making a presentation, and making a telephone call.

If you had official responsibility for a matter (such as the award of a contract) during your last year of Government service, you are barred for two years from representing another person before the Government concerning that same matter. To be covered by this restriction, you need not have worked on the contract, so long as it was under your supervision.

If you are a "senior employee," you are subject to a third restriction. This ban prohibits you from representing other persons before the Government on ***any*** matters before your agency for one year after leaving Government service. You need not have worked on the matter, nor had official responsibility for the matter. Your agency ethics official can tell you whether you are considered a "senior employee."

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These restrictions are quite broad. They can include communications, appearances or other representations that you might make on behalf of a company while performing work under a Government contract — not just major communications about the award or modification of a contract. However, they generally do not include behind-the-scenes work that does not involve communication back to the Government.

When in Doubt, Get Help

There are other restrictions, as well as exceptions, that govern this complex area of the law. Moreover, the consequences of violating these restrictions can be severe. You should consult with your agency ethics official before seeking employment with a contractor to determine whether a post-employment restriction might apply to your situation.

6 Miscellaneous

Fundraising

You may not solicit a contractor or its employees for a charitable donation because they are "prohibited sources" of gifts under the Federal ethics rules. This is true even if, for example, you are fundraising on your own time and outside of the workplace, and you are quite friendly with the contractor employee.

Letters of Recommendation

You generally may provide a letter of recommendation for a contractor employee, on official agency letterhead, in response to a request for an employment recommendation or character reference. The letter of recommendation must be based on your personal knowledge of the ability or character of the contractor employee with whom you have dealt during the course of your Federal employment or whom you are recommending for Federal employment.

Outside Employment with a Contractor

If you would like to "moonlight" for an agency contractor, you should consult with your agency ethics official before taking *any* action pursuing such outside employment. Depending on the facts, you could trigger restrictions related to the following issues: seeking or negotiating for employment, procurement integrity, conflicting financial interests, impartiality concerns, and agency-specific rules and procedures.

Conclusion

We hope this brochure has helped you identify some of the ethics and procurement issues that can come up in the procurement and acquisition process. For more information on these issues, contact your agency ethics official.

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About OGE

The Office of Government Ethics (OGE) is the agency that exercises leadership in the executive branch to prevent conflicts of interest on the part of Government employees, and to resolve those conflicts of interest that do occur. In partnership with executive branch agencies and departments, OGE fosters high ethical standards for employees and strengthens the public's confidence that the Government's business is conducted with impartiality and integrity.

www.usoge.gov

July 2007

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Attachment 2

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

ENTERPRISE PROCUREMENT INITIATIVES

MEMORANDUM

TO: Department Employees

FROM: Nicole Evans
Senior Procurement Executive

SUBJECT: Procurement Integrity for Government Employees

Public service is a public trust. As a public servant, your commitment to ethical conduct and service is vital to performing your work and supporting the mission of the Department of Education (ED) with honest, integrity, impartiality, and in the spirit of service to others. To that end, employees working at ED play an important role in preserving the integrity of Government contracting and ensuring fair treatment of bidders, offerors, and contractors. ED employees will be exposed to non-public information and interactions with Government contractors that could affect a contract bid or the award process. Improper disclosure of such protected information could violate numerous laws and ethics rules, and subject you to administrative actions and civil or criminal penalties.

The information that follows provides a summary of some of the statutory and legal considerations that govern Government employees and their interactions with non-public information and Government contractors. Attached to this memo is a publication from the U.S. Office of Government Ethics that provides examples and additional information.

❖ **Procurement Integrity Act (PIA)**

- The Federal Acquisition Regulation Section 3.104 sets forth the regulations that implement the provisions of the PIA. The Act prohibits certain activities by personnel involved in the procurement process including obtaining or disclosing procurement-sensitive information, such as contractor bid or proposal information and source selection information.

- Penalties for violations of the PIA:
  - An individual is liable . . . for a civil penalty of not more than $50,000 for each violation plus twice the amount of compensation that the individual received or offered for the prohibited conduct
  - An organization is liable . . . for a civil penalty of not more than $500,000 for each violation plus twice the amount of compensation that the organization received or offered for the prohibited conduct.
  - Suspension/debarment of company

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- Termination of the contract (Post-award)
- Removal or other adverse personnel action

❖ **Government Employees' Responsibilities Regarding Procurement and Other Non-Public Information**

- Procurement Information: You may not knowingly obtain or disclose contractor bid or proposal information or source selection information before the award of the contract, other than as provided by law.

- Other Non-Public Information: In addition to the rules on disclosure of specific procurement information, ethics rules prohibit you from disclosing any nonpublic information to further your private interests, or those of another person, such as a contractor or contractor employee. Nonpublic information includes information about a contract or procurement that you gain through your job and that you know or reasonably should know has not been made available to the public.
  - An example of nonpublic information would be an agency's internal decision to terminate a particular contract.
  - If you have any doubt about whether information is protected information, or whether you are permitted to disclose such information, you should get advice from your agency ethics official and the Contracting Officer on the contract before disclosing or otherwise using the information.
  - What may I say if a member of Congress asks about a procurement? A member of Congress may be given any information that is public knowledge (e.g. the contract award date, the date that the solicitation was released, the Contracting Officer's name). Responses that contain the following information should be routed through the agency head, and it is highly recommended that such responses be coordinated with the Contracting Officer:
    - ➢ Classified information
    - ➢ Business confidential information
    - ➢ Information prejudicial to competitive acquisitions

    If a Congressional committee requests information about a procurement, or there are general concerns about how to respond to any request for information from Congress or a member of Congress, the response should be coordinated with the Office of the General Counsel and the Office of Legislation and Congressional Affairs.

Attachment:
- Ethics and Procurement Integrity brochure from the U.S. Office of Government Ethics

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Attachment 3

Why should political appointees worry about unauthorized commitments?

The term "political appointee" may refer broadly to any employee who is appointed by the President, the Vice President, or agency head. While serving as a political appointee, it is important to be mindful of the unintended consequences that may result from interactions with current and potential Government contractors. One such consequence is contractually obligating the Federal Government without the authorization to make contractual commitments. These unintended contractual obligations are referred to as unauthorized commitments.

UNAUTHORIZED COMMITMENTS

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WHAT IS AN "UNATHORIZED COMMITMENT"?

An "unauthorized commitment" is defined in the Federal Acquisition Regulation, the primary regulation for use by all Federal Executive agencies in their acquisition of supplies and services with appropriated funds, as "an agreement that is not binding solely because the Government representative who made it lacked the authority to enter into that agreement on behalf of the Government."

Under contracts in the private sector, a company may be bound by the acts of agents with apparent authority, or authority based on the individual's position or title. In federal procurement, the Government may be legally bound only by the actions of personnel with actual authority — the Contracting Officer.

At the Department of Education, employees who are not Contracting Officers do not have the authority to order or authorize changes to existing contracts or enter into new contracts on behalf of the Federal Government. The only exception to this rule is the Secretary of Education.

EXAMPLES OF OBLIGATING THE FEDERAL GOVERNMENT WITHOUT AUTHORITY (UNAUTHORIZED COMMITMENTS)

- While having a conversation with representatives of a government contractor, statements are made to order supplies or services by a political appointee or other Federal employee not named on a purchase card or identified in a contract
- A political appointee or other Federal employee instructs a contractor to start work before the contract is awarded by a Contracting Officer
- A political appointee or other Federal employee tells a current Government contractor that the Government will be exercising an option under the contract. The period of performance ends and the option is not exercised. However, the contractor continues providing services based on the previously made statements
- There are no products or services that are exempt from the requirement that only persons with actual contracting authority may obligate the Government. Requesting items for meetings or conferences, or having contractors perform duties beyond the scope of their contracts, are all violations.

LIABILITY FOR UNAUTHORIZED COMMITMENTS

Unauthorized commitments violate Federal law, Federal regulation, the Government-wide Standards of Conduct for Federal Employees, and Department of Education regulations.

There are severe consequences for parties involved with an unauthorized commitment. For example, it may result in personal liability for the person who made the commitment. The Department of Education's regulations state that "Acquisitions made by other than authorized personnel are matters of serious misconduct. The employee may be held ***legally and personally liable*** for the unauthorized commitment." 48 CFR 3401.602-3(b)(1). Furthermore, responsible personnel are required to give detailed written explanations of their actions and may be subject to additional disciplinary action, especially if violations are flagrant and/or repetitive.

Bottom Line: When in doubt contact the Contracting Office!!!

CAM: James Hairfield, Director
202-245-6219

FSA: Denise Roberts, Director of Strategic Initiatives and Knowledge Management Division
202-377-3070

For ethics questions, contact:
OGC.Ethics@ed.gov or (202) 401-8309

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From: Dempster, Carolyn
Sent: 8 Mar 2018 22:26:44 +0000
To: Dempster, Carolyn;Billups, Angela;Soltis, Tim;WDCPCP-6082 (Managed);WDCPCP-6084 (Managed);WDCPCP-6158 (Managed);WDCFB6-5C100 (Managed);Webster, Douglas;Broadwater, Sara;Burleson, Roman;Chamberlain, Michael;Hahn, Nicholas;Hill, Elizabeth;Merriweather, Denisha;Nations, Kayla;Reynolds, Cody;Stauffer, Evelyn;Walker, Kathryn;Bull, Brittany;Henderson, Chelsea;Jackson, Candice;Sherman, Brandon;Trachman, William;Dickinson, Sarah;Musgrave, Steven;Talbert, Kent;Coxen, Carrie;Rinkus, Christopher;Bader, Hans;Brinton, Jed;Kossack, Andrew;Menashi, Steven;Riemer, Jeffrey (Justin);Shaheen, Patrick;Abramczyk, Nicholas;Huizinga, Madeleine;McHam, Gerren;Oppenheim, Peter;Prescott, Jenny;Brickman, Michael;Pena, Alexandra;Brogan, Frank;Mabrey, John;Morrow, Jean;Blew, James;Boyse, Natalie;Breeding, Nathaniel;Davis, Martha;Delahunty, Sarah;Ernst, Allen;Ferguson, Gillum;Goad, Robert;McCloskey, Amber;Newman, Jessica;Snow, McKenzie;Ventimiglia, Eric;Whitaker, Heather;Collett, Johnny;Mutz, John;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Smith, Kathleen
Cc: Wooten, Michael;Viana, Jose;Botel, Jason;Kissel, Adam;Bailey, Nathan;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Richey, Kimberly;Conaty, Joe;Friday, Kate
Subject: PCP-Procurement Integrity Briefing
Attachments: INDUSTRY COMMUNICATION.pptx, FedAcq101 FY2018.pdf
Importance: High

ALL - PLEASE BRING A COPY OF THE ATTACHMENTS! Thank you!

Please accept only one of the three sessions offered.

Conference Line information:

(b)(6)

OCFO would like to provide the Department's leadership team with a very important briefing on **Procurement Integrity** from our Deputy Chief Acquisition Officer (CAO) and Senior Procurement Executive (SPE), Dr. Angela Billups.

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INDUSTRY COMMUNICATION MYTHBUSTERS

- Poor Communication Government - Not enough listeningIndustry - Not enough communicationMyths Government cannot meet with vendorCommunication must be disclosed like registered lobbyistsLimit communication because of potential protestMyth Busters Government can generally meet one-on-one with potential offerors as long as no vendor receives preferential treatmentMost vendors do not fall into the category of requiring disclosure. Even when they do, it is a minimal burden that should not prevent useful meetings from taking placeRestricting communication will not prevent a protest, and actually might increase the chances of a protest
- Purpose of Myth Busters What you can doInstead of what you must not doFederal Acquisition RegulationsAllows for broad communicationInclude substantial flexibilities that are not being usedIndustry - Best Resource for Information New technologies and innovative strategiesAgencies miss out on this knowledge or design faulty acquisition strategies because they aren't comfortable having frequent, informal conversations with industryListening to industry early on can help ensure that we are buying the appropriate goods and servicesFeedback from industry can improve the acquisition strategies and help to develop realistic expectations

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EDUCATION

FEDERAL ACQUISITION 101

Fiscal Year 2018

Acquisition: Ready. Resourceful. Responsive.

Department of Education

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Purpose

- Acquisition Lifecycle Basic Information
- Acceptable and Not Acceptable Practices

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Acquisition Overview

- What and Why
- Common Terms and Definitions
- Acquisition Lifecycle (Pictorial View)
- Roles and Responsibilities
- Delegated Authorities
- Risks, Ethics, and Remedies
- Global Government Acquisition Problems
- Additional Definitions and Acronyms

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What and Why

- Increasingly, the federal government is called upon not only to manage the routine operations of the ongoing programs, but also to undertake large, complex initiatives to sustain current and often add new mission areas in a rapidly changing environment. The most common resource options used to assure mission success are federal employees, interagency agreements, and/or contracts. For example during periods of Administration transition, many will be new to federal service, serving as "political appointees" and term employees. It is important for all federal employees to be mindful of the unintended consequences that may result from interactions with current and potential Government contractors.
- The Federal Acquisition Lifecycle was developed to provide standards and processes by which the government acquire (purchase/procure) goods and services by contract. Successful adoption of program/project management enable the government to more consistently and efficiently achieve important public purposes, save taxpayer dollars, enhance service delivery, and perhaps most importantly, sustain public trust.

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Common Terms and Definitions

- **Acquisition/Procurement** is the acquiring by contract with appropriated funds of supplies or services (including construction) by and for the use of the Federal Government through purchase or lease, whether the supplies or services are already in existence or must be created, developed, demonstrated, and evaluated. For government purposes Procurement is synonymous with Acquisition per the Federal Acquisition Regulation (FAR) Part 2.
- **Contracting** is the means of purchasing, renting, leasing, or otherwise obtaining supplies or services from nonfederal sources. Contracting includes description (but not determination) of supplies and services required, selection and solicitation of sources, preparation and award of contracts, and all phases of contract administration. Contracting is one phase of the acquisition lifecycle, it is **not synonymous with acquisition.**
- **Acquisition Planning** is the process by which the efforts of all personnel responsible for an acquisition are coordinated and integrated through a comprehensive plan for fulfilling the agency need in a timely manner and at a reasonable cost. It includes developing the overall strategy (focused on the program need - Acquisition Strategy) for managing the acquisition (focused on plan of action for Contracting – Acquisition Plan).

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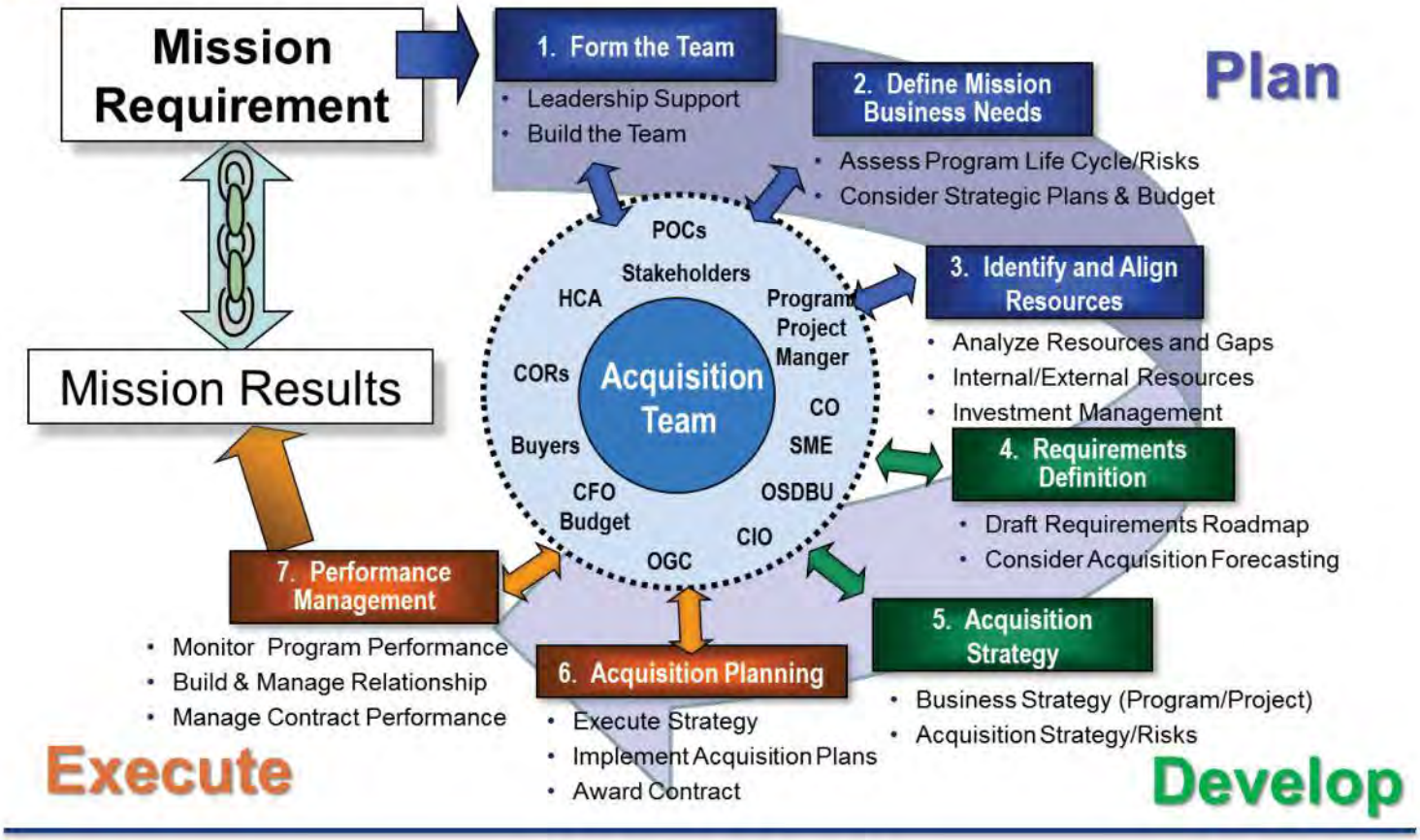
Acquisition Lifecycle Framework



Department of Education

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Delegated Authorities

- **Delegated Acquisition Authority**
  - Chief Acquisition Officer (CAO) – Acquisition Leadership, Vision, and Direction
  - Senior Procurement Executive (SPE) – Optimize Acquisition Life Cycle Functions
  - POCs – Mission Owners

- **Key Principles**
  - Promotes Acquisition as a Strategic Enabler for Department Mission Accomplishment
  - Promotes Effective Partnerships – Encourage Integrated Acquisition Teams
  - Collaborative Management of All Phases of Acquisition Life Cycle -- Integrated Acquisition Teams

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Roles and Responsibilities

Integrated Acquisition Team

Multi-Disciplinary Program Offices and C Suite Team

Roles	Responsibilities
Mission Owner POCs Program/Project Manager (P/PM) COR	• Mission and Business Plan • Establishes Acquisition Strategy and Acquisition Plan • Manages costs, schedule, risks, and performance • Supports day-to-day administration of contract
CFO, CAO, Budget, CIO, Head of Contracting Activity, and Contracting Officer	• Subject matter experts for overarching policy, oversight and management • Collaborative Management • Promotes Acquisition as Strategic Enabler for Department Mission
Budget/CIO/OGC OSDBU and Other Subject Matter Experts	• Subject matter expert providing support based on statute, legal opinions and other pertinent information • Collaborative Partners for successful mission accomplishment

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Ethics and Procurement Integrity

- What You Need to Know
  - Role – Assure Integrity Preserved Throughout the Acquisition Lifecycle
  - Recognize Conflicts of Interest (financial or situations/relationships that raise appearance of lack of impartiality)
  - Gifts (receiving and giving)
  - Acquisition/Procurement and Other Nonpublic Information
  - Restrictions on Seeking Employment Discussions
  - Working for a Government Contractor After Government Service
  - Miscellaneous Areas (fund raising at work, letters of recommendation or references)
  - Questions Should be Addressed to Ethics Officials and the Contracting Officer
  - Assure Compliance with Procurement Integrity Act (PIA) – FAR Part 3.104
  - PIA includes Administrative, Civil, and/or Criminal Penalties for Violations
  - Additional Resource - www.oge.gov
  - See Attachments
    - ✓ Attachment 1 – US Office of Government Ethics – Ethics and Procurement Integrity
    - ✓ Attachment 2 – Department of Education – Procurement Integrity for Government Employees, Dated Jan 5, 2017

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Unauthorized Commitment

- What You Need to Know
  - Government Representative Binding the Government w/o Authority - FAR Part 1.602-3
  - Government Contractual Commitments Require a Warranted Contracting Officer
  - Government Employees May Be Held Liable for Violations
  - Be Aware of Perceived or Apparent Authority Based on Government Position
  - Avoid the Trap of Being Unintentionally Considered to have the Authority to Obligate the Government
  - Consult with the Contracting Officer, OGC and other SMEs
  - See Attachment 3 – Department of Education – Unauthorized Commitments

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Global Government Acquisition Problems

- Inadequate Definition of Mission/Business Need
- Underestimation of Complexity and Scope of Program/Project
- Failure to Keep Records of Critical Decisions
- Requirements Instability – Cost Overruns
- Poor Communications – Underestimation of Need to Engage Stakeholders
- Inadequate Governance, Impact Statement and Integration Requirements
- Inadequate Acquisition Business Cases/Strategy/Planning
- Funding Requirements Unrealistic
- Aligning Supplier Selections with Instant Requirement
- Limited Knowledge on Developing and Applying Incentives
- Limited Knowledge, Capacity and/or Failure to Properly Test and Accept Deliverables
- Lack of Discipline in the Acquisition Process – Little or No Analysis, Application and/or Collection of Lessons Learned
- Identification of Responsible Parties
- Lack Change Management Procedures

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Additional Definitions

- **BUYER** – Individuals acquiring goods and services on behalf of the government with specified processes and dollar limitations.
- **CHIEF ACQUISITION OFFICER (CAO)** - Chief Acquisition Officer" means an executive level acquisition official responsible for agency performance of acquisition activities and acquisition programs created pursuant to Service Acquisition Reform Act (SARA).
- **CONTRACTING OFFICER (CO)** - means a person with the authority to enter into, administer, and/or terminate contracts and make related determinations and findings.
- **CONTRACTING OFFICER'S REPRESENTATIVE (COR)** - means an individual designated and authorized in writing by the contracting officer to perform specific technical or administrative functions.
- **HEAD OF THE CONTRACTING ACTIVITY** - means the official who has overall responsibility for managing the contracting activity.
- **PERSONAL SERVICES CONTRACT** - means a contract that, by its express terms or as administered, makes the contractor personnel appear to be, in effect, Government employees (see FAR Part 37.104).
- **SENIOR PROCUREMENT EXECUTIVE (SPE)** - means the individual appointed pursuant to SARA, who is responsible for management direction of the acquisition system of the executive agency, including implementation of the unique acquisition policies, regulations, and standards of the executive agency.

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Acronyms

- CHIEF ACQUISITION OFFICER (CAO)
- CHIEF FINANCE OFFICER (CFO)
- CHIEF INFORMATION OFFICER (CIO)
- CONTRACTING OFFICER (CO)
- CONTRACTING OFFICER REPRESENTATIVE (COR)
- FEDERAL ACQUISITION REGULATION (FAR)
- HEAD OF CONTRACTING ACTIVITY (HCA)
- OFFICE OF GENERAL COUNSEL (OGC)
- OFFICE OF SMALL AND DISADVANTAGED BUSINESS UTILIZATION (OSDBU)
- PROCUREMENT INTEGRITY ACT (PIA)
- PROGRAM OFFICE (PO)
- PROGRAM/PROJECT MANAGER (P/PM)
- SENIOR PROCUREMENT EXECUTIVE (SPE)
- UNAUTHORIZED COMMITMENTS (UAC)

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Attachment 1

Ethics & Procurement Integrity

What You Need to Know as a Federal Employee Involved in the Procurement and Acquisition Process

U.S. Office of Government Ethics
www.usoge.gov

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Ethics & Procurement Integrity

What You Need to Know as a Federal Employee Involved in the Procurement and Acquisition Process

Contents

3 Introduction
3 Conflicts of Interest
3 Financial Conflicts
4 Impartiality Issues
4 Gifts
4 Gifts From Contractors
5 Gifts To Contractors
6 Procurement and Other Nonpublic Information
6 Procurement Information
7 Other Nonpublic Information
7 Restrictions on Employment Discussions
7 Seeking Employment: General Rules
7 Seeking Employment with a Bidder or Offeror
8 Working for a Contractor After Government
8 Accepting Compensation from a Contractor
9 General Post-Employment Restrictions
10 Miscellaneous
10 Fundraising
10 Letters of Recommendation
10 Outside Employment with a Contractor
10 Conclusion
11 About OGE

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Introduction

As a Federal employee involved in the procurement and acquisition process, you play an important role in preserving the integrity of Government contracting and assuring fair treatment of bidders, offerors, and contractors. A violation of ethics rules can cause a bid protest or undermine the public's confidence in Government. Improper conduct can also result in an administrative, civil or even criminal penalty.

This brochure provides general information only. It will help you recognize some of the most common ethics and procurement integrity issues that can come up during the contracting process. Where there are examples, please note that they just illustrate a few common scenarios. You might encounter other issues or different situations.

If you have a specific issue, have questions, or need additional help, contact an ethics official at your agency *before* taking any action. For information on how to contact your Designated Agency Ethics Official (DAEO), consult the DAEO list on the Office of Government Ethics website at http://www.usoge.gov.

1 Conflicts of Interest

Ethics laws prohibit Government employees from having financial conflicts of interest. By keeping in mind a few basic concepts, you can help ensure that contracts are awarded and administered free from improper influence or even the appearance of impropriety.

Financial Conflicts

A criminal law prohibits you from working on a Government matter (such as a contract) that would affect your financial interests. This prohibition also covers the financial interests of certain other persons such as:

- your spouse;
- minor child;
- general partner;
- an organization in which you serve as an employee, officer, director, trustee, or general partner; and
- a person with whom you are seeking or have an arrangement for future employment.

A Few Examples of Financial Conflicts of Interest

You would have a financial interest in a contract or other matter that affects the contractor in situations such as these:

- You own stock in a company that is bidding on a contract (or that is likely to be a subcontractor).
- You have a pension with, or deferred compensation from, your former employer, a contractor that is participating in a procurement with your agency.
- You moonlight for a company that gets a contract with your agency.
- Your spouse works for a contractor and her salary would be affected if her company is awarded (or loses) a contract with your agency.

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If you think you have a financial conflict, contact your agency ethics official right away. He will help you determine whether you will have to stop working on the Government matter, or whether another remedy would resolve the conflict.

Impartiality Issues

Even though you may not have a financial interest that can be affected by a procurement activity or contract, circumstances might arise that could call your impartiality into question. Some examples of when your impartiality could be questioned include the following:

- Your duties require you to work on a procurement involving your former employer or clients, your spouse's employer or clients, close relatives, or others with whom you have some kind of business relationship.
- You are assigned to a contract involving a person you are dating.
- You are required to evaluate bids, one of which was submitted by a friend.

If you encounter any situation where you think your impartiality would reasonably be questioned, you should stop working on that matter, and contact your supervisor and agency ethics official for further advice.

2 Gifts

Gifts From Contractors

As a Government employee, you must not solicit or accept gifts from contractors and their employees.

> A gift is anything that has monetary value, such as food, travel, entertainment, discounts, and loans.

Even though you might work closely with contractor employees on a daily basis, remember that both agency contractors and their employees are considered "prohibited sources" of gifts to you.

You also must not accept a gift given by an organization or individual who is seeking business with your agency. Thus, the safest course of action is to remember this rule: Do not solicit anything, or accept a gift, from a contractor, prospective contractor, or contractor employee, unless clearly permitted by an exception in the ethics rules or you have received advice from your agency ethics official.

Items You Can Accept

Examples of items that you generally may accept – even from a contractor – include:

- Modest food and refreshments, such as coffee and donuts that are not offered as part of a meal;

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- Gifts valued at $20 or less per "source" per occasion, although the total value of such gifts must not exceed $50 in a calendar year from a single source (Note: a contractor and its employees are considered the same "source." For example, you could not accept five $15 lunches from five employees who work for the same contractor.);

- Gifts based on a personal relationship (This means gifts from family members or friends with whom it is clear you have a true friendship – not a friendly relationship with a contractor that was formed on the job.);

- Meals, lodging, transportation, or other benefits that are from your spouse's employer, provided that the gift was not given or enhanced because of your Government job;

- Gifts or discounts available to the general public, to all Government employees, or to all military personnel;

- Free attendance at a conference or similar "widely attended gathering" (as long as your agency determines that your attendance is in the agency's best interest and certain other conditions are met); and

- Anything paid for by the Government or secured by the Government under a contract.

Your agency ethics official can help you determine whether you can accept a particular gift.

Some Words of Caution

Of course, you should not accept anything of value from a bidder or contractor if you think that the integrity of the procurement process could be questioned. Also, be careful not to accept gifts so frequently that a reasonable person would think you are using your public office for private gain. Finally, remember that you may never accept cash or solicit a gift from a contractor or contractor employee.

Gifts to Contractors

You should be mindful that contractors usually have their own rules and policies about gift-giving, especially when dealing with the Government. You do not want to embarrass a contractor employee, or cause him to violate his company's rules.

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3 Procurement and Other Nonpublic Information

As a Government employee, you might have access to procurement and other nonpublic information that could affect a contract bid or the award process. Improper disclosure of such protected information could violate numerous laws, as well as ethics rules. It also could subject you to administrative actions, as well as civil or criminal penalties.

Procurement Information

You may not knowingly obtain or disclose **contractor bid or proposal information** or **source selection information** before the award of the contract, other than as permitted by law.

Contractor bid or proposal information

This proprietary information must be secured to prevent disclosure. It includes certain nonpublic information submitted in connection with a bid or proposal, such as:

- Cost or pricing data, including indirect costs and direct labor rates;
- Information about manufacturing processes, operations and techniques when marked "proprietary" in accordance with law or regulation;
- Information marked as "contractor bid or proposal information"; and
- Any other information related to a specific procurement that a company making a bid deems proprietary.

Source selection information

This is information not previously available to the public that is prepared for use by an agency in evaluating a bid or proposal. Such information includes:

- Bid prices for sealed bids or lists or prices;
- Proposed costs or prices;
- Source selection plans;
- Technical evaluation plans;
- Technical, cost or price evaluations of competing proposals;
- Competitive range determinations;
- Rankings of bids, proposals or competitors;
- Reports, evaluations and recommendations of source selection panels, boards or advisory councils; and
- Any other information marked as "source selection information."

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Other Nonpublic Information

In addition to the rules on disclosure of specific procurement information, ethics rules prohibit you from disclosing any nonpublic information to further your private interests, or those of another person, such as a contractor or contractor employee. **Nonpublic information** includes information about a contract or procurement that you gain through your job and that you reasonably should know has not been made available to the public. An example of nonpublic information would be an agency's internal decision to terminate a particular contract.

If you have any doubt about whether information is protected information, or whether you are permitted to disclose such information, you should get advice from your agency ethics official before disclosing or otherwise using the information.

4 Restrictions on Employment Discussions

During the course of your Government service, you might decide to seek employment in the private sector or even with a contractor who does business with your agency. There are several restrictions that apply to your Government work when you seek future employment or have employment discussions with contractors.

Seeking Employment: General Rules

All Government employees are subject to the rules on seeking employment. These rules are quite broad and apply well before you and a potential employer actually negotiate specific terms and conditions of employment.

You may not work on Government matters that would affect the financial interests of a contractor with which you are seeking employment. This rule generally applies even if you make an unsolicited contact about possible employment. It also applies if you do not reject a contractor's unsolicited overture about possible employment.

Once you have reached an agreement for future employment with a contractor, you still may not work on any Government matters that would affect the financial interests of the contractor. And remember, in any case where you have an obligation to recuse yourself from working on an assignment, you should notify your supervisor as soon as possible about your need to recuse.

Seeking Employment with a Bidder or Offeror

As a Federal employee involved in the procurement process, you might be subject to additional rules under the Procurement Integrity Act when you have employment discussions with

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bidders or offerors. These rules apply only if you are performing certain functions involving:

- the specification or statement of work;
- the solicitation;
- the evaluation of bids or proposals, or selecting a source;
- the negotiation of price or terms and conditions of the contract; or
- the review or approval of the award of a contract.

If you are performing one of these functions in a competitive procurement for a contract in excess of $100,000, and you contact or are contacted by a bidder or offeror in that procurement about possible non-Federal employment, you must:

- promptly report the contact in writing to your supervisor and your agency ethics official; and
- either

  -- reject the possibility of non-Federal employment; or

  -- consult with your supervisor and do not work on that procurement until the agency has authorized you to do so.

Note: you must also submit a written disqualification notice to the contracting officer, the source selection authority, and your supervisor.

5 Working for a Contractor After Government

Depending on your Government position and what your role was in a procurement, you might be subject to certain restrictions when you leave Government service.

Accepting Compensation from a Contractor

You might be banned from accepting compensation from a contractor for one year after you served in a covered procurement-related position or made a procurement-related decision for your agency. The ban, which is part of the Procurement Integrity Act, prohibits you from accepting compensation as an employee, officer, director, or consultant of the contractor.

Who is Covered by the One-Year Ban?

The one-year ban applies if you:

Served in any of the following positions on a contract over $10 million:

- Procuring contracting officer;
- Source selection authority;
- Member of a source selection evaluation board;
- Chief of a financial or technical evaluation team;
- Program manager;

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- Deputy program manager; or
- Administrative contracting officer;

or

Personally made any of the following decisions on behalf of your agency to:

- Award a contract, subcontract, modification of a contract or subcontract, or a task order or delivery order over $10 million;
- Establish overhead or other rates for a contractor on a contract or contracts valued over $10 million;
- Approve a contract payment or payments over $10 million; or
- Pay or settle a claim over $10 million.

Exception

This restriction does not prohibit you from working for another division or affiliate of the contractor, as long as it does not produce the same or similar products or services as the division or affiliate responsible for the contract in which you were involved.

General Post-Employment Restrictions

You should also keep in mind that there are criminal post-employment restrictions that apply to all Federal employees regardless of whether they work for a contractor after Government service. You may be covered by one or more of these restrictions even if you did not perform any of the functions or serve in any of the roles designated by the Procurement Integrity Act (see above). The most common restrictions are explained below.

Common Restrictions

You are permanently barred from representing another person before the Government on the same matter (such as a contract) on which you worked as a Government employee. **Representing** means making a communication or appearance with intent to influence the Government, and includes signing a letter, attending a meeting, making a presentation, and making a telephone call.

If you had official responsibility for a matter (such as the award of a contract) during your last year of Government service, you are barred for two years from representing another person before the Government concerning that same matter. To be covered by this restriction, you need not have worked on the contract, so long as it was under your supervision.

If you are a "senior employee," you are subject to a third restriction. This ban prohibits you from representing other persons before the Government on ***any*** matters before your agency for one year after leaving Government service. You need not have worked on the matter, nor had official responsibility for the matter. Your agency ethics official can tell you whether you are considered a "senior employee."

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These restrictions are quite broad. They can include communications, appearances or other representations that you might make on behalf of a company while performing work under a Government contract — not just major communications about the award or modification of a contract. However, they generally do not include behind-the-scenes work that does not involve communication back to the Government.

When in Doubt, Get Help

There are other restrictions, as well as exceptions, that govern this complex area of the law. Moreover, the consequences of violating these restrictions can be severe. You should consult with your agency ethics official before seeking employment with a contractor to determine whether a post-employment restriction might apply to your situation.

6 Miscellaneous

Fundraising

You may not solicit a contractor or its employees for a charitable donation because they are "prohibited sources" of gifts under the Federal ethics rules. This is true even if, for example, you are fundraising on your own time and outside of the workplace, and you are quite friendly with the contractor employee.

Letters of Recommendation

You generally may provide a letter of recommendation for a contractor employee, on official agency letterhead, in response to a request for an employment recommendation or character reference. The letter of recommendation must be based on your personal knowledge of the ability or character of the contractor employee with whom you have dealt during the course of your Federal employment or whom you are recommending for Federal employment.

Outside Employment with a Contractor

If you would like to "moonlight" for an agency contractor, you should consult with your agency ethics official before taking *any* action pursuing such outside employment. Depending on the facts, you could trigger restrictions related to the following issues: seeking or negotiating for employment, procurement integrity, conflicting financial interests, impartiality concerns, and agency-specific rules and procedures.

Conclusion

We hope this brochure has helped you identify some of the ethics and procurement issues that can come up in the procurement and acquisition process. For more information on these issues, contact your agency ethics official.

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About OGE

The Office of Government Ethics (OGE) is the agency that exercises leadership in the executive branch to prevent conflicts of interest on the part of Government employees, and to resolve those conflicts of interest that do occur. In partnership with executive branch agencies and departments, OGE fosters high ethical standards for employees and strengthens the public's confidence that the Government's business is conducted with impartiality and integrity.

www.usoge.gov

July 2007

AMERICAN OVERSIGHT

Attachment 2

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

ENTERPRISE PROCUREMENT INITIATIVES

MEMORANDUM

TO: Department Employees

FROM: Nicole Evans
Senior Procurement Executive

SUBJECT: Procurement Integrity for Government Employees

Public service is a public trust. As a public servant, your commitment to ethical conduct and service is vital to performing your work and supporting the mission of the Department of Education (ED) with honest, integrity, impartiality, and in the spirit of service to others. To that end, employees working at ED play an important role in preserving the integrity of Government contracting and ensuring fair treatment of bidders, offerors, and contractors. ED employees will be exposed to non-public information and interactions with Government contractors that could affect a contract bid or the award process. Improper disclosure of such protected information could violate numerous laws and ethics rules, and subject you to administrative actions and civil or criminal penalties.

The information that follows provides a summary of some of the statutory and legal considerations that govern Government employees and their interactions with non-public information and Government contractors. Attached to this memo is a publication from the U.S. Office of Government Ethics that provides examples and additional information.

❖ **Procurement Integrity Act (PIA)**

- The Federal Acquisition Regulation Section 3.104 sets forth the regulations that implement the provisions of the PIA. The Act prohibits certain activities by personnel involved in the procurement process including obtaining or disclosing procurement-sensitive information, such as contractor bid or proposal information and source selection information.

- Penalties for violations of the PIA:
  - An individual is liable . . . for a civil penalty of not more than $50,000 for each violation plus twice the amount of compensation that the individual received or offered for the prohibited conduct
  - An organization is liable . . . for a civil penalty of not more than $500,000 for each violation plus twice the amount of compensation that the organization received or offered for the prohibited conduct.
  - Suspension/debarment of company

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- Termination of the contract (Post-award)
- Removal or other adverse personnel action

❖ **Government Employees' Responsibilities Regarding Procurement and Other Non-Public Information**

- Procurement Information: You may not knowingly obtain or disclose contractor bid or proposal information or source selection information before the award of the contract, other than as provided by law.

- Other Non-Public Information: In addition to the rules on disclosure of specific procurement information, ethics rules prohibit you from disclosing any nonpublic information to further your private interests, or those of another person, such as a contractor or contractor employee. Nonpublic information includes information about a contract or procurement that you gain through your job and that you know or reasonably should know has not been made available to the public.
  - An example of nonpublic information would be an agency's internal decision to terminate a particular contract.
  - If you have any doubt about whether information is protected information, or whether you are permitted to disclose such information, you should get advice from your agency ethics official and the Contracting Officer on the contract before disclosing or otherwise using the information.
  - What may I say if a member of Congress asks about a procurement? A member of Congress may be given any information that is public knowledge (e.g. the contract award date, the date that the solicitation was released, the Contracting Officer's name). Responses that contain the following information should be routed through the agency head, and it is highly recommended that such responses be coordinated with the Contracting Officer:
    - ➢ Classified information
    - ➢ Business confidential information
    - ➢ Information prejudicial to competitive acquisitions

    If a Congressional committee requests information about a procurement, or there are general concerns about how to respond to any request for information from Congress or a member of Congress, the response should be coordinated with the Office of the General Counsel and the Office of Legislation and Congressional Affairs.

Attachment:
- Ethics and Procurement Integrity brochure from the U.S. Office of Government Ethics

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Attachment 3

Why should political appointees worry about unauthorized commitments?

The term "political appointee" may refer broadly to any employee who is appointed by the President, the Vice President, or agency head. While serving as a political appointee, it is important to be mindful of the unintended consequences that may result from interactions with current and potential Government contractors. One such consequence is contractually obligating the Federal Government without the authorization to make contractual commitments. These unintended contractual obligations are referred to as unauthorized commitments.

UNAUTHORIZED COMMITMENTS

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WHAT IS AN "UNATHORIZED COMMITMENT"?

An "unauthorized commitment" is defined in the Federal Acquisition Regulation, the primary regulation for use by all Federal Executive agencies in their acquisition of supplies and services with appropriated funds, as "an agreement that is not binding solely because the Government representative who made it lacked the authority to enter into that agreement on behalf of the Government."

Under contracts in the private sector, a company may be bound by the acts of agents with apparent authority, or authority based on the individual's position or title. In federal procurement, the Government may be legally bound only by the actions of personnel with actual authority — the Contracting Officer.

At the Department of Education, employees who are not Contracting Officers do not have the authority to order or authorize changes to existing contracts or enter into new contracts on behalf of the Federal Government. The only exception to this rule is the Secretary of Education.

EXAMPLES OF OBLIGATING THE FEDERAL GOVERNMENT WITHOUT AUTHORITY (UNAUTHORIZED COMMITMENTS)

- While having a conversation with representatives of a government contractor, statements are made to order supplies or services by a political appointee or other Federal employee not named on a purchase card or identified in a contract
- A political appointee or other Federal employee instructs a contractor to start work before the contract is awarded by a Contracting Officer
- A political appointee or other Federal employee tells a current Government contractor that the Government will be exercising an option under the contract. The period of performance ends and the option is not exercised. However, the contractor continues providing services based on the previously made statements
- There are no products or services that are exempt from the requirement that only persons with actual contracting authority may obligate the Government. Requesting items for meetings or conferences, or having contractors perform duties beyond the scope of their contracts, are all violations.

LIABILITY FOR UNAUTHORIZED COMMITMENTS

Unauthorized commitments violate Federal law, Federal regulation, the Government-wide Standards of Conduct for Federal Employees, and Department of Education regulations.

There are severe consequences for parties involved with an unauthorized commitment. For example, it may result in personal liability for the person who made the commitment. The Department of Education's regulations state that "Acquisitions made by other than authorized personnel are matters of serious misconduct. The employee may be held ***legally and personally liable*** for the unauthorized commitment." 48 CFR 3401.602-3(b)(1). Furthermore, responsible personnel are required to give detailed written explanations of their actions and may be subject to additional disciplinary action, especially if violations are flagrant and/or repetitive.

Bottom Line: When in doubt contact the Contracting Office!!!

CAM: James Hairfield, Director
202-245-6219

FSA: Denise Roberts, Director of Strategic Initiatives and Knowledge Management Division
202-377-3070

For ethics questions, contact:
OGC.Ethics@ed.gov or (202) 401-8309

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Mar 2018 15:20:40 +0000
To: Botel, Jason
Subject: Personal Call

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 20 Mar 2018 17:59:19 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT)
Cc: Birge, Eve
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 12 Mar 2018 14:58:36 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 9 Mar 2018 17:55:31 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT);'Donald.Livingston@usdoj.gov'
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 8 Mar 2018 18:25:10 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;WDCFB6-7C101;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT);Donald.Livingston@usdoj.gov
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 7 Mar 2018 16:20:53 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT);Donald.Livingston@usdoj.gov
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 5 Mar 2018 22:02:48 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed
Cc: Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 5 Mar 2018 21:09:42 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;WDCFB6-7C101;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed
Cc: Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 5 Mar 2018 21:04:14 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;WDCFB6-7C101;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed
Cc: Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 5 Mar 2018 16:03:37 +0000
To: Jackson, Candice;Bull, Brittany;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;WDCFB6-7C101;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Sherman, Brandon
Cc: Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 5 Mar 2018 14:29:27 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);Ben.Aguinaga@usdoj.gov;Brinton, Jed
Cc: Nation, Patricia (CRT)
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Jackson, Candice
Sent: 20 Mar 2018 19:31:13 +0000
To: Jackson, Candice;Bull, Brittany;Sherman, Brandon;Trachman, William;Eitel, Robert;Lee, Ebony;Botel, Jason;Norris, Elizabeth;Menashi, Steven;Foster, Richard;Seugling, Carolyn;Ellis, Kathryn;Rosenfelt, Phil;Gore, John (CRT);'Ben.Aguinaga@usdoj.gov';Brinton, Jed;Nation, Patricia (CRT)
Cc: Birge, Eve
Subject: Stakeholder Outreach Meeting

AMERICAN OVERSIGHT

From: Malico, Melinda
Sent: 9 Mar 2018 13:57:50 +0000
To: Malico, Melinda;DoED - All ED Employees
Subject: Town Hall Meeting with the Chief Information Officer

What You Need to Know About ED's IT Projects
Town Hall Meeting with the Chief Information Officer

March 13, 2018
10:00 AM to 11:30 AM ET
LBJ Auditorium and on Mediasite and EDstream with captioning*

The Town Hall may be viewed online on Mediasite or if teleworking, at this specific EDstream link.

Chief Information Officer Jason Gray will discuss the following with employees:

- Information Technology Visualization Project - Jason Gray
  - An "as-is" analysis of all Information Technology Systems in the Department
  - A visual representation of all Information Technology in the Department
  - Future phases to define the "to-be" Information Technology Environment

- Security Updates - Doug Andre
  - Department of Homeland Security Binding Operational Directives
  - Federal Information Security Management Act (FISMA) Reporting Guidance
  - New OCIO security policies

- EDUCATE Environment Performance - Jason Gray
  - Tools being used to monitor the EDUCATE Environment
  - Steps that have been taken to improve both laptop and network performance

- PIVOT Contract Award Status - Allen Hill
  - The services that are provided on each of the new PIVOT Information Technology Service contracts
  - The award status of the PIVOT contracts which will replace the current EDUCATE contract

Questions & Answers

*The Town Hall presentation will be captioned, but if you require additional reasonable accommodations to participate in this event, i.e. sign-language interpreter, Braille, large print or CD Rom, please email the CRM@ed.gov mailbox immediately.

If you have problems with Mediasite or EDstream, please contact the Help Desk at 202-708-4357

We hope to see you there!

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From: Botel, Jason
Sent: 14 Mar 2018 13:11:44 +0000
Subject:

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 14 Feb 2018 15:17:20 +0000
To: ED Internal Communications;DoED - All ED Employees
Subject: All-Staff Meeting and Briefing on President's FY19 Budget Request for the U.S. Department of Education

Employees are invited to an All-Staff Meeting and Briefing on the President's FY 2019 Budget Request for the U.S. Department of Education.

The meeting will also include an overview of ED's Strategic Plan and Agency Reform Plan.

When: Wednesday, Feb. 14, 1:30 PM -2:30 PM ET

Where: Potomac Center Plaza, 10th Floor Auditorium

The event will be streamed for employees with captioning** on Mediasite at this link, or you can log in via the main Mediasite page at this link, and scroll down to the link to the event.

Teleworkers are also able to access the meeting via Mediasite while logged into the ED Network via Aventail. The event is not available via the Citrix GoToWork.ed.gov site. The event will also be archived for later viewing.

If you have problems with Mediasite, please contact the Help Desk at 202-708-4357.

**If you require an additional reasonable accommodation beyond captioning, such as Braille or large print, sign language interpreting, or CD ROM, please contact Melinda Malico, OCO, at melinda.malico@ed.gov.

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 14 Feb 2018 15:17:20 +0000
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Subject: All-Staff Meeting and Briefing on President's FY19 Budget Request for the U.S. Department of Education

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If you have problems with Mediasite, please contact the Help Desk at 202-708-4357.

**If you require an additional reasonable accommodation beyond captioning, such as Braille or large print, sign language interpreting, or CD ROM, please contact Melinda Malico, OCO, at melinda.malico@ed.gov.

AMERICAN OVERSIGHT

From: Ferguson, Gillum
Sent: 20 Feb 2018 22:49:14 +0000
To: Ferguson, Gillum;Botel, Jason;Lee, Ebony;Blew, James
Subject: Canceled: Meeting with Paul Norcross

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 13 Feb 2018 16:35:09 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa;Coxen, Carrie;Grant, Damaris;Watson, Debbie;Coley, Jerine
Subject: Canceled: Mid-Year Updates on Program Plans
Importance: High

Discuss: Mid-Year Updates on Program Plans:

Required:

- OESE Program Directors,
- Managers, and
- Supervisors

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 13 Feb 2018 16:21:37 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa;Coxen, Carrie;Grant, Damaris;Watson, Debbie;Coley, Jerine
Subject: Canceled: Mid-Year Updates on Program Plans
Importance: High

Discuss: Mid-Year Updates on Program Plans:

Required:

- OESE Program Directors,
- Managers, and
- Supervisors

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 13 Feb 2018 16:36:35 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa;Coxen, Carrie;Grant, Damaris;Watson, Debbie;Coley, Jerine
Subject: Canceled: Mid-Year Updates on Program Plans
Importance: High

Discuss: Mid-Year Updates on Program Plans:

Required:

- OESE Program Directors,
- Managers, and
- Supervisors

AMERICAN OVERSIGHT

From: Oficina de la Secretaria
Sent: 21 Feb 2018 20:03:56 +0000
To: Oficina de la Secretaria;rcenlow@edchoice.org;Botel, Jason
Subject: Canceled: ROBERT ENLOW / ED CHOICE
Importance: High

(b)(5)

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 13 Feb 2018 22:58:10 +0000
To: Okahara, Kim;Johnston, Michael;Botel, Jason
Subject: Confirmed: Presentation and Discussion on School Choice in Arizona with WestEd

Update: 2/13

Please see presenter bio, presenter list, and executive summary below.

https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158

Please let me know if you have any questions.

Thanks,
Kim

[From original invite] The purpose of this meeting is to discuss a recent study (conducted by a PhD student at Yale) on open enrollment and its impact on families in Arizona. Lisa requested a brief webinar on the topic. Paul Koehler, Director of the West Comprehensive Center, will facilitate the meeting. The proposed agenda, participants, and executive summary will be shared early next week.

Kim Okahara
Team Leader, Comprehensive Centers and Equity Assistance Centers
School Support and Rural Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W., 3E214
Washington, D.C. 20202
kim.okahara@ed.gov
(p) 202-453-6930

The following is a new meeting request:

Subject: Webinar Briefing: School Choice Findings from Arizona
Organizer: "Andrea Browning" <abrowni@wested.org>
Location: https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158
Time: Thursday, February 15, 2018, 2:00:00 PM - 2:30:00 PM GMT -05:00 US/Canada Eastern
Invitees: kim.okahara@ed.gov; pkoehle@wested.org; aminnic@wested.org; awilson@wested.org

+~+~+~+~+~+~+~+~+~+~+

Kim,

Below please find instructions for connecting to the webinar briefing that we'll facilitate on Thursday for you and your team with Matthew Hom, a Ph.D. candidate at Yale

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University whose research is focused on open enrollment and school choice in Arizona. Here is Matthew's bio and an executive summary of his research:

Presenter Bio:
Matthew Hom is a PhD candidate in the Economics department at Yale University. His research focuses on the economics of school choice with an emphasis on the effects of Arizona's statewide open enrollment policies on de-facto segregation and student access to quality schools. He previously earned a BS in Mathematics and a BA in economics at the University of Arizona.

Executive Summary:
Arizona has a longstanding policy of mandatory statewide open enrollment. Under this policy students are eligible to apply for admission to any traditional public school, regardless of their district of residence. However, to date, lack of data on student location has made it impossible to measure the full impact of this policy. In this webinar, I document the open enrollment patterns of approximately 130,000 students in Maricopa County. Specifically, I describe the families most likely to opt out of their neighborhood schools and compare the schools they choose against the schools they avoid. I find that 37% of students enroll in a non-neighborhood school and show that parents don't always opt into schools that outperform their neighborhood option. I also show that students' choices facilitate de-facto segregation. I conclude that students' experience with school choice are shaped by who they are, where they live, and whether they expect to be part of the racial/ethnic majority or minority at a school.

The WestEd team joining the briefing will include:
- Paul Koehler, Director of our Policy Center and the West Comprehensive Center
- Angela Minnici, Senior Director of Technical Assistance and Strategy and Director of the Mid-Atlantic Comprehensive Center
- Andrea Browning, Director of Regional Initiatives for the Mid-Atlantic Comprehensive Center
- Kamilah Wilson, Administrative Assistant for the Mid-Atlantic Comprehensive Center

Instructions for connecting to the WebEx are below. Please note that you'll need to both log in to the platform and also call in via your telephone.

Please share this invitation with interested ED colleagues.

Best,
Andrea

Thursday, February 15, 2018
2pm EST | 30 minutes

Link: https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158

(b)(6)

AMERICAN OVERSIGHT

To Join: Click on the link and then use the call-in and meeting numbers above.

To view in full-screen mode: Click on the two arrows near the top of the screen ( ) once WebEx has loaded.

AMERICAN OVERSIGHT

From: ED_Diversity_and_Inclusion_Council
Sent: 23 Feb 2018 20:35:43 +0000
To: ED_Diversity_and_Inclusion_Council;Carter, Denise;Manning, James;Brock, Thomas;Webster, Douglas;Gray, Jason;Bailey, Nathan;Jackson, Candice;Wooten, Michael;Talbert, Kent;Botel, Jason;Viana, Jose;Menashi, Steven;Anderson, Margo;Oppenheim, Peter;Brogan, Frank;Venable, Joshua;Collett, Johnny;Young, Claudette;Tuia, Justis;Sharpe, Jesse;Tesoriero, Vanessa;Beth, Brittany;Rodriguez, Celeste;Cooper, Countess Clarke;Ramakis, Jessica;Jones, Gary;Suarez, Debra;Crawford, Ray;Stapleton, Katina;Drayton, Crystal;Cuffee-Graves, Cassandra;Chew, Michael;Rosenfelt, Phil;Martinez, Maria V. (OM);Cook, Karolyn;Harper, Geoffrey;Smith, Richard;Ramirez, Andrea;Abramczyk, Nicholas;Padgett, Jennifer
Subject: ED Diversity and Inclusion Council
Attachments: Council Minutes.Final.2.9.2017.pdf

Please save the date for the next Diversity and Inclusion Council meeting. The agenda and materials will be provided in advance of the meeting.
If you are unable to attend, please send the name of your designated alternate to ED_Diversity_and_Inclusion_Council@ed.gov.

For your reference, the January 18 meeting minutes have been attached. We look forward to continuing the discussion.

AMERICAN OVERSIGHT

Department of Education
Diversity and Inclusion Council Meeting
January 18, 2018
400 Maryland Ave. SW
Washington, DC, 20202

I. Welcome and Introductions

On January 18, 2018, at 1:30 p.m. EST, Acting Assistant Secretary, Office of Management, Denise Carter, Council Co-Chair, led the 14th Diversity and Inclusion Council bi-monthly meeting. Ms. Carter welcomed Secretary of Education Betsy DeVos and the Council members, and called the meeting to order. Ms. Carter conducted an icebreaker, expressed her appreciation for the Council's ongoing efforts, and noted that diversity and inclusion is embedded into our day-to-day work across ED.

Secretary DeVos gave welcoming remarks and shared her enthusiasm for the Diversity and Inclusion Council (Council). Secretary DeVos thanked the members for their commitment to the Council and for "taking a special interest in being a part of continuing to build a better workplace." She expressed her appreciation to Council members for signing up to continue building our workplace to be intentionally inclusive; including diversity of thought, perspectives and experiences. Secretary DeVos stated that diversity and inclusion makes us so much better at what we do, which includes, doing what is right for individuals , and noted how this leadership initiative is important to ED. She concluded by thanking everyone for their support of the Diversity and Inclusion Council.

II. Diversity and Inclusion Data Update

Ms. Carter provided members an overview of the current state of ED's diversity demographics, including an Inclusion Scores analysis. The key points made were:

- Although ED is both racially and ethnically diverse, we are more diverse at the lower grades compared to the higher grade levels;
- Workforce representation is a challenge for some of our populations, think about targeted recruitment;
- Diversity, inclusion and engagement requires a mindset as a normal part of what we do every day at ED, it is an intrinsic part of our mission;
- ED employees must be trained and educated on cultural competencies;
- Our New Inclusion Quotient (New IQ) Index indicates a 2% increase as an upward trend; however, ED needs to continue to work on our concepts of an inclusive work environment;
- Workplace inclusion is a contributing factor to employee engagement and organizational performance; see the New IQ scores on "fairness" in the workplace;
- Council considered reaching out to NASA to determine best practices as to why they are ranked as the best Agency on their IQ Index scores (number 1 out of 60 agencies).

Council member Jason Gray recommended that ED determine how the FEVS questions are framed given that some of the issues are out of a supervisor's control. (Note: the FEVS is an Office of Personnel Management (OPM) survey; the Council intends to submit feedback to OPM).

AMERICAN OVERSIGHT

III. Council Overview

Ms. Carter opened the floor for questions and to brainstorm ideas to further Council goals and consider thoughts on the way forward. She mentioned that for future meetings, we will prioritize recommendations for the short and long term. Council members and advisor comments included:

Brittany Beth recommended "smaller conversation opportunities at the POC level with key leaders." Ms. Beth noted the Federally Employed Women's (FEW) concerns on processing a request for their Charter's approval. Affinity and employee resource groups are an integral part of ED's strategy to serve as a forum for education, communication, and professional development. Ms. Carter asked Cassandra Cuffee-Graves, Chief Human Capital Officer (CHCO), to follow-up and assist in connecting with the ethics division to identify any issues relative to Charter approval.

Celeste Rodriguez recommended "the onboarding process include a section for affinity groups and Employee Resource Group (ERG) participation." Ms. Carter noted the importance of integrating affinity groups and ERGs into the onboarding process and asked the CHCO to conduct research on the topic and assist to add to onboarding. Ms. Rodriguez also recommended that the Secretary of Education reestablish the "Secretary's Annual Awards Recognition Program". This was a program that ED employees viewed as a necessary part of recognizing achievements ED-wide.

Frank Brogan shared his thoughts on the "importance of seeing below the surface in order to get to know employees and go beyond just knowing what our employees do in order to better understand the totality of who they are and what they bring to the table."

Phil Rosenfelt recommended "creating an environment where people feel comfortable and pay particular attention to the millennial generation mentorship programs; for example, "where millennials mentor their supervisors and help them to "think fresh" about how to handle the workforce they are leading." Mr. Rosenfelt recommended ED review its "exit interviews" for departing employees and to look for better ways to communicate with our employees including sharing good news stories. Lastly, Mr. Rosenfelt recommended ED communicate broadly on the importance of our affinity and ERGs which play a significant role in breaking potential barriers and providing outreach.

Thomas Brock highlighted the current hiring freeze and "perceived lack of upward mobility opportunities to grow careers." He recommended planning Department-led discussions on career opportunities for our employees to help accelerate their professional growth.

Justis Tuia recommended the Council "think strategically on utilizing the services of the Office of Communications and Outreach (OCO) to allow Council information and messaging to be shared on connectED for ED-wide view." For example, the Diversity Change Agent (DCA) Program is on connectED and allows employees greater access to information.

Andrea Ramirez recommends the Department conduct sessions on "cultural intelligence" and offered to be available to educate and train on different cultural topics.

Jessica Ramakis shared the tremendous work that the Supporting ED's Parents ERG does on behalf of ED employees. This includes planning one year in advance to allow for efficient operations. Ms. Ramakis shared the impact that the ERGs had when invited to participate in the Department's Supervisory, Diversity and Inclusion course for managers and supervisors. She recommended that this be a sustained effort. Additionally, she recommends that ED take a look at *best practices* and have a "start point" to share. Ms. Ramakis noted for greater level of transparency on how things work in the Department and openness with robust debate. Ms. Carter thanked Ms. Ramakis on the best

AMERICAN OVERSIGHT

practice input noting that the Office of Management instituted a new practice to support customer services for visitors new to the area thus raising awareness and a sense of inclusion.

IV. Council Membership and Structure

Ms. Carter introduced the Council membership and structure. Ms. Carter asked all members in attendance to connect with their POC leaders and submit the names of ED regional representatives who will represent their POCs in accordance with the Council Charter (FSA, OCR and OIG).

V. Diversity Change Agent Program Initiative

ED's DCA program is a Department-wide initiative to help foster an inclusive culture and allows our workforce to fully contribute to the organizational mission. Debra Suarez, DCA Co-Chair gave an overview on the DCA program. She shared that the role of a DCA includes peer-to-peer interactions and modeling behaviors in word and in deed. Ms. Suarez noted that the DCAs are an integral part and at the heart of employee engagement at OCTAE. OCTAE has linked their employee engagement plan with the DCA plan as a part of their overarching diversity, inclusion and engagement strategy.

VI. Council Business

Ms. Carter initiated discussion on the recommended FY 2018 Council focus areas. She shared the Leadership Development Program (LDP) opportunities available both internal and external for ED employees. She asked members for their input and recommendations, which included:

Jesse Sharpe recommended that ED invest in conducting a skills assessment of all employees. If one has already commenced, request that OM provide information on when the assessment would be completed and can OM share the results of their skills-gap analysis at the next Council meeting. Ms. Carter shared that in the near term; she is meeting with subject matter experts to determine competencies as a part of a project plan and will share the results with the Council.

Andrea Ramirez asked if ED has a recognition program and other ways to thank its employees. Additionally, how do we currently conduct relationship building/strengthening between political and career staff? Ms. Ramirez mentioned that the partnership between political and career staff is an integral part of the working culture.

Brittany Beth asked if OM has a list or a system to share with employees on what training courses are available in ED in order for all to have equal opportunities for the pursuit of career goals. Ms. Carter shared that currently, OM/OHR is in the process of identifying the competencies for all of the 59 different job series at ED. The question then becomes how do we align the competencies and skills and conduct a gap analysis. OHR will soon be briefing the Council on this topic.

Katina Stapleton asked if there were ways in which OM can communicate the availability of courses within the DCA Program seminars such as *Championing Diversity, Speed of Trust,* and *Leading across Generations*. This aligns with the concept of "expanding professional development opportunities and solidifying strategies."

Celeste Rodriguez asked what can be done to continue to brand and strategically communicate across ED the availability and opportunities for "detail assignments." The CHCO agreed that there currently are detail opportunities available in ED and more to follow.

AMERICAN OVERSIGHT

Candice Jackson mentioned utilizing horizontal and vertical effective professional development opportunities, details, realignment of resources, and programs offered by ED to foster skill development.

Next Steps –

Ms. Carter asked Council members to please submit nominees for Council Co-Chair, Council Secretary, and a representative for the FSA, OCR and OIG regional membership. Please follow the Charter guidelines on selection of nominees for regional representation. Provide nominees to maria.v.martinez@ed.gov by February 6, 2018. Ms. Carter thanked everyone for their support and dedication to the Department's mission and its diversity and inclusion goals.

VII. Adjournment

Ms. Carter adjourned the Council meeting at 3:00 p.m. EST.

AMERICAN OVERSIGHT

Appendix A

In Attendance:

- FSA (not present)
- IES – Thomas Brock
- OCFO – Crystal Drayton
- OCO – Andrea Ramirez
- OCR – Candice Jackson
- OCTAE – Braden Goetz
- ODS – Joe Conaty
- OESE – (not present)
- OELA – (not present)
- OGC – (not present)
- OII – Venitia Richardson
- OIG – (not present)
- OLCA – Nicholas Abramczyk
- OM – Denise Carter
- OPE – (not present)
- OPEPD – Frank Brogan
- OS – Secretary DeVos
- OSERS – (not present)
- OUS – (not present)
- AFGE – (not present)
- AAPI – Justis Tuia
- BIG – Jesse Sharpe
- DRG – (not present)
- FEW – Brittany Beth
- ED-HEC – Celeste Rodriguez
- LGBT – (not present)
- SEP – Jessica Ramakis
- VETS – Gary Jones
- DCA – Debra Suarez
- IES – Katina Stapleton
- OHR-Council Advisor – Cassandra Cuffee-Graves
- OEEOS-Council Advisor – Michael Chew
- OGC-Council Advisor –Phil Rosenfelt

AMERICAN OVERSIGHT

From: Dempster, Carolyn
Sent: 20 Feb 2018 23:03:31 +0000
To: Dempster, Carolyn;Billups, Angela;Soltis, Tim;WDCFB6-5C100 (Managed);Webster, Douglas;Broadwater, Sara;Burleson, Roman;Chamberlain, Michael;Hahn, Nicholas;Hill, Elizabeth;Merriweather, Denisha;Nations, Kayla;Reynolds, Cody;Stauffer, Evelyn;Walker, Kathryn;Bull, Brittany;Henderson, Chelsea;Jackson, Candice;Sherman, Brandon;Trachman, William;Dickinson, Sarah;Musgrave, Steven;Talbert, Kent;Coxen, Carrie;Rinkus, Christopher;Bader, Hans;Brinton, Jed;Kossack, Andrew;Menashi, Steven;Riemer, Jeffrey (Justin);Shaheen, Patrick;Abramczyk, Nicholas;Huizinga, Madeleine;McHam, Gerren;Oppenheim, Peter;Prescott, Jenny;Brickman, Michael;Pena, Alexandra;Brogan, Frank;Mabrey, John;Morrow, Jean;Blew, James;Boyse, Natalie;Breeding, Nathaniel;Davis, Martha;Delahunty, Sarah;Ernst, Allen;Ferguson, Gillum;Goad, Robert;McCloskey, Amber;Newman, Jessica;Snow, McKenzie;Ventimiglia, Eric;Whitaker, Heather;Collett, Johnny;Mutz, John;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Smith, Kathleen
Cc: Wooten, Michael;Viana, Jose;Botel, Jason;Kissel, Adam;Bailey, Nathan;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Richey, Kimberly;Conaty, Joe
Subject: LBJ-Procurement Integrity Briefing

Please accept only one of the three sessions offered.

Conference Line information:
(b)(6)

OCFO would like to provide the Department's leadership team with a very important briefing on **Procurement Integrity** from our Deputy Chief Acquisition Officer (CAO) and Senior Procurement Executive (SPE), Dr. Angela Billups.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Feb 2018 22:07:28 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Patrick Rooney (patrick.rooney@ed.gov);Roberta Miceli (roberta.miceli@ed.gov);Peasley, Donald
Cc: Rigling, Kay
Bcc: WDCFB6-240-20 (Managed)
Subject: MEET: GA Portfolio Assessment

I am looking into this issue more and will circle back. for now I am canceling this meeting. thanks

Meeting Name: MEET: GA Portfolio Assessment
Purpose: To discuss GA portfolio assessment issue and OSERS interpretation
Location: WDCFB6-240-20 (Managed)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Feb 2018 16:24:56 +0000
To: Botel, Jason;Grant, Damaris
Subject: MEETING: Round Table On Opioid Abuse and Prevention

Meeting Name: Round table discussion on opioid abuse and prevention
Purpose: school ambassador fellows are planning to have a round table on opioid abuse and prevention
Location: TBD

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Feb 2018 18:31:09 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris;Ramirez, Lisa
Subject: MEETING: Treasurer Carranza

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 13 Feb 2018 16:37:22 +0000
To: Washington, Mark;Rinkus, Christopher;Watson, Debbie;Coley, Jerine;Botel, Jason;Grant, Damaris;Ramirez, Lisa;Coxen, Carrie;Gillette, Lisa
Cc: Weiss, Nathan
Subject: Mid-Year Updates on Program Plans (OME)

3/22/18- Need to move meeting back by 15 minutes. Please let us know if OME cannot attend in person. If so, we will reschedule. Thanks.

*Meeting is being moved due to conflict with another meeting

Please see call-in information (if needed):
(b)(6)

Discuss: Mid-Year Updates on Program Plans (OME)
Required:

* OESE Program Directors,
* Managers, and
* Supervisors

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Feb 2018 19:05:32 +0000
To: Botel, Jason
Subject: MOTORPOOL ARRANGED

Motorpool will drop you off at 15th & NY Ave., NW. Visitor's entrance is by WH gift shop.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Feb 2018 19:05:54 +0000
To: Botel, Jason
Subject: MOTORPOOL ARRANGED

Motorpool will pick you up where you were dropped off at 15th & NY Ave., NW and bring you back to LBJ.

AMERICAN OVERSIGHT

From: Dempster, Carolyn
Sent: 20 Feb 2018 23:03:12 +0000
To: Dempster, Carolyn;Billups, Angela;Soltis, Tim;WDCPCP-6082 (Managed);WDCPCP-6084 (Managed);WDCPCP-6158 (Managed);WDCFB6-5C100 (Managed);Webster, Douglas;Broadwater, Sara;Burleson, Roman;Chamberlain, Michael;Hahn, Nicholas;Hill, Elizabeth;Merriweather, Denisha;Nations, Kayla;Reynolds, Cody;Stauffer, Evelyn;Walker, Kathryn;Bull, Brittany;Henderson, Chelsea;Jackson, Candice;Sherman, Brandon;Trachman, William;Dickinson, Sarah;Musgrave, Steven;Talbert, Kent;Coxen, Carrie;Rinkus, Christopher;Bader, Hans;Brinton, Jed;Kossack, Andrew;Menashi, Steven;Riemer, Jeffrey (Justin);Shaheen, Patrick;Abramczyk, Nicholas;Huizinga, Madeleine;McHam, Gerren;Oppenheim, Peter;Prescott, Jenny;Brickman, Michael;Pena, Alexandra;Brogan, Frank;Mabrey, John;Morrow, Jean;Blew, James;Boyse, Natalie;Breeding, Nathaniel;Davis, Martha;Delahunty, Sarah;Ernst, Allen;Ferguson, Gillum;Goad, Robert;McCloskey, Amber;Newman, Jessica;Snow, McKenzie;Ventimiglia, Eric;Whitaker, Heather;Collett, Johnny;Mutz, John;Ham, Holly;Holifield, Johnathan;Ramirez, Andrea;Smith, Kathleen
Cc: Wooten, Michael;Viana, Jose;Botel, Jason;Kissel, Adam;Bailey, Nathan;Eitel, Robert;Lee, Ebony;Simmons, Lee (Dougie);Venable, Joshua;Richey, Kimberly;Conaty, Joe
Subject: PCP-Procurement Integrity Briefing
Importance: High

Please accept only one of the three sessions offered.

Conference Line information:

(b)(6)

OCFO would like to provide the Department's leadership team with a very important briefing on **Procurement Integrity** from our Deputy Chief Acquisition Officer (CAO) and Senior Procurement Executive (SPE), Dr. Angela Billups.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Feb 2018 13:13:09 +0000
To: Coxen, Carrie;Grant, Damaris
Subject: Personal Call

AMERICAN OVERSIGHT

From: Grant, Damaris
Sent: 13 Feb 2018 18:10:35 +0000
To: Grant, Damaris;Botel, Jason
Subject: test

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 28 Feb 2018 15:52:31 +0000
To: Mark Washington2;OESE All Users
Subject: TODAY!!!! Movie Showing in LBJ Auditorium @12noon "Hidden Figures"

TODAY!!!! Movie Showing in LBJ Auditorium

Colleagues,

On this last day of Black History Month, I reflect on the great many gifts that African Americans have contributed to the building and sustenance of our nation and how very different our country, American History--and indeed, the world--would be without them. There are many names you may recognize, like Nat Turner, Booker T. Washington, Frederick Douglass, Sojourner Truth, Harriet Tubman, Mary McLeod Bethune, Thurgood Marshall, Rev., Dr. Martin Luther King Jr., Fannie Lou Hamer, Rosa Parks, el-Hajj Malik el-Shabazz (Malclom X), John Lewis, Stokely Carmichael (Kwame Ture), Angela Davis, and many others linked to the centuries old fight to end legalized slavery and gain basic civil rights in America. However, no list of contributors would be exhaustive in enumerating the countless ideas, research, inventions, methodologies, expertise, service and creations these Americans have given that continue to influence all of us today--in education, business, industry, government, military, science, sports, technology, literature, politics, the arts, music and entertainment.

In an effort to never forget during this period of emphasis, you will see some fun facts about the Black History contributions to American History on screens around OESE today. Several of them will be related to advances in Education.

"*Never be limited by other people's limited imaginations.*" This is a quote from Dr. Mae Jemison, the first African-American female astronaut to travel into space. In honor of Dr. Jemison, and many others who were liberated by the benefits of education, we will sponsor a **"lunchtime" showing of the movie *Hidden Figures*, in Barnard Auditorium at 12:00 p.m.** This movie is a biographical drama film, based on the non-fiction book by Margot Lee Shetterly, about black female mathematicians who worked at the National Aeronautics and Space Administration (NASA) during the height of the space race, and the fight for civil rights. These mathematicians helped make space travel possible, supporting John Glenn, the first American to orbit the Earth, and many other astronauts the world over who have since followed Glenn.

Please feel free to join in observance of these great American heroes and heroines today.

The movie will be closed-captioned, but it will not be available to those who are not able to attend the viewing in person at Barnard Auditorium.

Respectfully,

Mw

AMERICAN OVERSIGHT

From: Grant, Damaris
Sent: 28 Feb 2018 16:14:32 +0000
To: Grant, Damaris;Botel, Jason
Subject: Transportation - Shuttle

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

From: Grant, Damaris
Sent: 28 Feb 2018 16:14:34 +0000
To: Grant, Damaris;Botel, Jason
Subject: Transportation - Shuttle

Exchange Server re-created a meeting that was missing from your calendar.

Sent by Microsoft Exchange Server

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Nov 2017 18:40:03 +0000
Subject: 7 White House Christmas Open House for political appointees

We are delighted you will be joining us for the Holiday Open House! Please click here for your boarding pass. Please share your boarding pass with your guests.

Groups should enter the White House complex at the corner of 15th Street and Alexander Hamilton Place. Volunteers are posted to direct groups as they arrive. Groups should arrive 15 minutes before their scheduled tour time. Late arrivals may not be accommodated.

Groups who arrive for a tour should not bring:
Video cameras, including any action camcorders, cameras with detachable lenses, tablets, tripods, monopods, and camera sticks.
Handbags, book bags, backpacks or purses
Food or beverages, tobacco products, personal grooming items (i.e. makeup, lotion, etc.)
Strollers
Any pointed objects
Aerosol containers
Guns, ammunition, fireworks, electric stun guns, mace, martial arts weapons/devices, or knives of any size
There are no storage facilities available at the White House to check a bag or a prohibited item. If it is raining, umbrellas are permitted. Cameras, cell phones, and cell phones with cameras are allowed, however there is no talking or texting on your phone inside the White House.

All guests 18 years of age or older will need to present a valid, government-issued photo I.D. with information matching the name previously submitted for clearance. Individuals without acceptable identification or whose identification does not exactly match the name or data cleared for entry may be denied entry. All guests under age 18 must be accompanied by an adult.

Acceptable forms of ID include:
Valid Government-issued United States drivers license
Valid Government-issued United States identification card
Valid United States or other official government-issued passports
Valid United States State Department ID
For foreign nationals, only VALID passports are accepted
All foreign nationals must present ID, regardless of age. No foreign-issued state IDs, foreign-issued driver's licenses, expired passports, or other forms of identification will be accepted.
Holiday Open Houses are self-guided, however United States Secret Service officers are posted in every room to provide historical information about the room and the White House. Please feel free to ask them questions.

White House tours are subject to last minute cancellation. Please call the White House Visitors Office 24-hour information line at 202-456-7041 for the most current information about Holiday Open House tours.

On behalf of President and Mrs. Trump, we hope that your group enjoys their visit to the White House.

Thank you,

White House Visitors Offic

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 15 Nov 2017 19:49:48 +0000
To: DeVos, Betsy;EDCalendar;DoED - All ED Employees
Subject: All-Staff Meeting and CFC Kick-Off Event

Dear Colleagues,

Please join me on Thursday, November 16, from 10:00 to 11:00 a.m. (Eastern Time), in Barnard Auditorium for an All Staff meeting and the official kick-off of this year's Combined Federal Campaign (CFC).

This meeting will encourage you to "Show Some Love" and seek out charitable causes that you may identify with and can support as the holiday season approaches. This will also be a good opportunity to meet and hear updates from our new senior staff members throughout the Department.

I look forward to seeing many of you there.

Thanks,
Betsy

*ONLINE VIEWING VIA MEDIASITE & EDSTREAM

MEDIASITE INSTRUCTIONS:

For employees working inside ED buildings, use Internet Explorer to access **Mediasite at this link**.

EDSTREAM INSTRUCTIONS:

For teleworkers, this event will also air on **EDstream at this link.**

You cannot access EDstream while logged into gotowork.ed.gov or Aventail/Citrix. (You may be able to see the event, but you will not be able to hear it.) You must open a browser outside of Aventail/Citrix, preferably in Internet Explorer, and then go to the link above.

If you have problems with Mediasite or EDstream, please call the Help Desk 202 708 4357

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Nov 2017 19:47:18 +0000
To: Botel, Jason;Coxen, Carrie
Subject: BRIEFING: States & Consistently Underperforming
Attachments: Fwd: Meeting Request/ESSA Concerns

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Nov 2017 19:44:36 +0000
To: Coxen, Carrie
Subject: Fwd: Meeting Request/ESSA Concerns

Hi Carrie, can you please put the exchange below in a "briefing " appointment next to the Monday 3pm meeting?

Begin forwarded message:

From: "Oppenheim, Peter" <Peter.Oppenheim@ed.gov>
Date: November 22, 2017 at 2:38:32 PM EST
To: "Botel, Jason" <Jason.Botel@ed.gov>
Cc: "Lee, Ebony" <Ebony.Lee@ed.gov>, "Rinkus, Christopher" <Christopher.Rinkus@ed.gov>
Subject: RE: Meeting Request/ESSA Concerns

I do not. Didn't we resolve this issue with Delaware?

Whether a school has one or more consistently underperforming subgroups is "as determined by the State" under section 1111(c)(4)(C)(iii).

A State is permitted to identify a school with one or more consistently underperforming subgroups using a methodology totally distinct from the methodology required to identify schools that must receive additional targeted support under ESEA section 1111(d)(2)(C).

At the same time, a State has the discretion to use the additional targeted support methodology (subgroup in the bottom 5%) as its definition of "consistently underperforming subgroup" under ESSA, since that definition is to be determined by the state.

From: Botel, Jason
Sent: Wednesday, November 22, 2017 12:32 PM
To: Oppenheim, Peter
Cc: Lee, Ebony; Rinkus, Christopher
Subject: FW: Meeting Request/ESSA Concerns

Hi Peter,

Please see below. do you agree with all4ed's "read of the law is that two distinct definitions are required" for TSI and ATSI?

From: Phillip Lovell [mailto:plovell@all4ed.org]
Sent: Wednesday, November 22, 2017 10:22 AM

AMERICAN OVERSIGHT

To: Botel, Jason
Cc: Coxen, Carrie; Rachel Bird Niebling; Nikki McKinney
Subject: Meeting Request/ESSA Concerns

Hello, Jason:

I trust all is well and hope you have terrific Thanksgiving plans that have little to do with ESSA plans!

As the Department finalizes its feedback to states, we wanted to share concerns we have identified among several state plans. We hope these items can be included in the Department's feedback to states. We haven't gone through each plan; the attached document includes our top concerns regarding AK, CA, GA, IN, KY, MD, SC, UT, VA, WA, WV, and WY.

An overarching concern is that many states fail to articulate distinctly different methodological approaches for identifying schools with one or more consistently underperforming subgroups for targeted support and improvement (TSI) versus schools that will be identified for additional targeted support and improvement (ATSI). Our read of the law is that two distinct definitions are required; the ATSI definition cannot be used for both – as proposed by many states.

We ask the Department to review state plans with an eye toward ensuring that a state's chosen methodology meets the statutory requirements that TSI and ATSI schools be identified as two distinct categories of schools — TSI schools being any school with one or more consistently underperforming subgroup (ESSA Sec. 1111(c)(4)(C)(iii)), and ATSI schools being those with one or more subgroup performing at or below the state's lowest-performing 5% of schools (ESSA Sec. 1111(d)(2)(C)).

We'd welcome the opportunity to meet with you and go over these concerns if you have time after the holiday. Would you have time on Tuesday after 1:00or on Wed before 3:00?

Many thanks for all you are doing to strengthen these ESSA plans!

Phillip

Phillip Lovell
Vice President, Policy Development and Government Relations
Alliance for Excellent Education
1201 Connecticut Avenue, NW, Suite 901
Washington, DC 20036

Telephone: 202 828 0828
(b)(6)

AMERICAN OVERSIGHT

Facsimile: 202 828 0821
Email: plovell@all4ed.org
Website: www.all4ed.org

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Jan 2018 23:33:14 +0000
To: Botel, Jason;Coxen, Carrie;Johnson, Wayne;Holland, Linda
Subject: Call between Wayne and Jason

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 5 Jan 2018 02:50:34 +0000
To: Botel, Jason
Subject: call erica n?

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 1 Dec 2017 16:49:49 +0000
To: DeVos, Betsy;EDCalendar;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Lee, Ebony;Walker, Kathryn;Bailey, Nathan (Nathan.Bailey@ed.gov);Hill, Elizabeth
Subject: Canceled: Hearing Prep
Importance: High

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 13 Feb 2018 16:21:37 +0000
To: Washington, Mark;Botel, Jason;Ramirez, Lisa;Coxen, Carrie;Grant, Damaris;Watson, Debbie;Coley, Jerine
Subject: Canceled: Mid-Year Updates on Program Plans
Importance: High

Discuss: Mid-Year Updates on Program Plans:

Required:

- OESE Program Directors,
- Managers, and
- Supervisors

AMERICAN OVERSIGHT

From: Watson, Debbie
Sent: 1 Feb 2018 16:38:39 +0000
To: Watson, Debbie;Ramirez, Lisa;Botel, Jason;Washington, Mark;Frost, Frances;Rinkus, Christopher;Coley, Jerine
Subject: Canceled: Off of Office
Importance: High

AMERICAN OVERSIGHT

From: (b)(6) EOP/CEA
Sent: 15 Jan 2018 15:26:49 +0000
To: (b)(6) EOP/CEA;(b)(6) EOP/WHO;Kevin.Sweeney@sd.mil;john.ullyot@va.gov;Anne.Hazlett@osec.usda.gov;(b)(6) (b)(6) EOP/CEA;(b)(6) EOP/ONDCP;Grappone.jeffrey.y@dol.gov;(b)(6) EOP/ONDCP;Worthington, Paula R. EOP/CEA;(b)(6) EOP/WHO;angilla.denton@wdc.usda.gov;Sarah.Isgur.Flores@usdoj.gov;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;Matthew.Whitaker@usdoj.gov;(b)(6) EOP/NSC;(b)(6) EOP/WHO;betty-ann.bryce@osec.usda.gov;(b)(6) EOP/WHO;Gary.e.barnett@usdoj.gov;Weyeneth, Taylor P. EOP/ONDCP;demi.yeager@usdoj.gov;Rose.Armstrong@osec.usda.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Coxen, Carrie;chad.wolf@hq.dhs.gov;Sadler, (b)(6) EOP/WHO;Nina.Schaefer@hhs.gov;Vivieca.wright@va.gov;(b)(6) EOP/WHO;PeterlinMja@state.gov;Lance.leggitt@hhs.gov;Rinat, (b)(6) EOP/WHO;(b)(6) C. EOP/WHO;Burris, Meghan K. EOP/OMB;(b)(6) EOP/WHO;HammondRC@state.gov;ryan.taylor@hq.dhs.gov;(b)(6) EOP/OVP;(b)(6) EOP/WHO;Kennedy, (b)(6) EOP/WHO;Pyron, Robert C. EOP/OMB;Grogan, Joseph J. EOP/OMB;Ralph.H.Gaines@hud.gov;Sheila.M.Greenwood1@hud.gov;Mary-sumpter.lapinski@hhs.gov;Laurence.Meyer@va.gov;Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;Demartino, Robert E CAPT USPHS (US);Jonathan.Hoffman@hq.dhs.gov;PetersonCS@state.gov;Geale.Nicholas.C@DOL.gov;Barsa, John;Paranzino, (b)(6) EOP/WHO;McGinley, (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Heidi.green@osec.usda.gov;Charmaine.Yoest@HHS.gov;Rateike, Bradley A. EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;Dorr, Kaelan K. EOP/WHO;Dorey.David.R@dol.gov;Mashburn, John K. EOP/WHO;harrisbf2@state.gov;Doyle, Emma K. EOP/OMB;anthony.m.kurta.civ@mail.mil;ClineCM@state.gov;Nasim, Laura F. EOP/WHO;Hallisey, William B. EOP/CEA;Thomas.p.mccaffery.civ@mail.mil;Botel, Jason;Sandbrink, Friedhelm;Adirim, Terry A SES OSD HA (US);Uli, (b)(6) EOP/WHO;(b)(6) (b)(6) EOP/WHO;Riggs, (b)(6) EOP/WHO;Holland, Eric W - OPA;Gidley, (b)(6) EOP/WHO;(b)(6) EOP/WHO
Subject: Canceled: Opioid Cabinet Chiefs Meeting

AMERICAN OVERSIGHT

From: Parker, Nathaniel A. EOP/WHO
Sent: 10 Jan 2018 16:39:51 +0000
To: Parker, Nathaniel A. EOP/WHO;PetersonCS@state.gov;harrisbf2@state.gov;ClineCM@state.gov;(b)(6) EOP/WHO;Matthew.Whitaker@usdoj.gov;Gary.e.barnett@usdoj.gov;demi.yeager@usdoj.gov;Sarah.Isgur.Flores@usdoj.gov;Vivieca.wright@va.gov;john.ullyot@va.gov;Laurence.Meyer@va.gov;Lance.leggitt@hhs.gov;Charmaine.Yoest@HHS.gov;Mary-sumpter.lapinski@hhs.gov;Nina.Schaefer@hhs.gov;Doyle, Emma K. EOP/OMB;Burris, Meghan K. EOP/OMB;Grogan, Joseph J. EOP/OMB;Pyron, Robert C. EOP/OMB;chad.wolf@hq.dhs.gov;Jonathan.Hoffman@hq.dhs.gov;Rateike, Bradley A. EOP/WHO;Sadler, (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Hallisey, William B. EOP/CEA;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;Pinkos, Stephen M. EOP/OVP;Armstrong, Rebekah W. EOP/OVP;Muir, Lawrence L. EOP/ONDCP;Weyeneth, Taylor P. EOP/ONDCP;Eason, William J. EOP/ONDCP;Passantino, (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Kevin.Sweeney@sd.mil;Sheila.M.Greenwood1@hud.gov;Venable, Joshua;Geale.Nicholas.C@DOL.gov;PeterlinMja@state.gov;Heidi.green@osec.usda.gov;Mashburn, (b)(6) K. EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;McGinley, William J. EOP/WHO;Thomas.p.mccaffery.civ@mail.mil;anthony.m.kurta.civ@mail.mil;Coxen, Carrie;Botel, Jason;Grappone.jeffrey.y@dol.gov;Dorey.David.R@dol.gov;HammondRC@state.gov;Anne.Hazlett@osec.usda.gov;betty-ann.bryce@osec.usda.gov;Rose.Armstrong@osec.usda.gov;angilla.denton@wdc.usda.gov;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;Adirim, Terry A SES OSD HA (US);Demartino, Robert E CAPT USPHS (US);Gidley, (b)(6) EOP/WHO;Morrone, (b)(6) EOP/WHO;Welzant, Phil;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Barsa, John;Dorr, (b)(6) EOP/WHO;(b)(6) EOP/WHO;Holland, Eric W - OPA;Tonnessen, Kayla M. EOP/ONDCP;Brickman, Michael;Ralph.H.Gaines@hud.gov;Greenwood, Daniel Q. EOP/NSC;Skrzycki, Kristin (HHS/IOS);Wellner, Kathryn M. EOP/OVP;scott_hommel@ios.doi.gov;Paul_Smith@nps.gov;mari.moorhead@HHS.GOV;(b)(6) (b)(6) EOP/WHO;Peter.Urbanowicz@hhs.gov
Cc: wellnerk@state.gov;(b)(6) EOP/WHO;Greenwood, Daniel Q. EOP/WHO;Clark, Timothy (HHS/IOS);(b)(6) EOP/WHO
Subject: Canceled: Opioid Conference Call - Every Thursday 5 PM
Attachments: Untitled, Untitled, Untitled
Importance: High

All,
The opioid conference call will occur **every Thursday at 5 PM.** Please submit agenda items by 5 PM every Wednesday. The call-in information will be sent out prior to the call.
Best,
Nate
Nate Parker
Executive Assistant
Office of Cabinet Affairs
The White House
(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:27 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;Doyle, Emma K. EOP/OMB;Burris, Meghan K. EOP/OMB;Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;Pinkos, Stephen M. EOP/OVP;Armstrong, Rebekah W. EOP/OVP;Muir, Lawrence L. EOP/ONDCP;Weyeneth, Taylor P. EOP/ONDCP;Eason, William J. EOP/ONDCP;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;Greenwood, Daniel Q. EOP/NSC;Wellner, Kathryn M. EOP/OVP;PetersonCS@state.gov;harrisbf2@state.gov;ClineCM@state.gov;Matthew.Whitaker@usdoj.gov;Gary.e.barnett@usdoj.gov;demi.yeager@usdoj.gov;Sarah.Isgur.Flores@usdoj.gov;Vivieca.wright@va.gov;john.ullyot@va.gov;Laurence.Meyer@va.gov;Lance.leggitt@hhs.gov;Charmaine.Yoest@HHS.gov;Mary-sumpter.lapinski@hhs.gov;Nina.Schaefer@hhs.gov;Pyron, Robert C. EOP/OMB;chad.wolf@hq.dhs.gov;Jonathan.Hoffman@hq.dhs.gov;Hallisey, William B. EOP/CEA;Kevin.Sweeney@sd.mil;Sheila.M.Greenwood1@hud.gov;Venable, Joshua;Geale.Nicholas.C@DOL.gov;PeterlinMja@state.gov;Heidi.green@osec.usda.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Thomas.p.mccaffery.civ@mail.mil;anthony.m.kurta.civ@mail.mil;Coxen, Carrie;Botel, Jason;Grappone.jeffrey.y@dol.gov;Dorey.David.R@dol.gov;HammondRC@state.gov;Anne.Hazlett@osec.usda.gov;betty-ann.bryce@osec.usda.gov;Rose.Armstrong@osec.usda.gov;angilla.denton@wdc.usda.gov;(b)(6) (b)(6) EOP/WHO;Amin, Stacy C. EOP/WHO;Adirim, Terry A SES OSD HA (US);Demartino, Robert E CAPT USPHS (US);(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;Barsa, John;Holland, Eric W - OPA;Brickman, Michael;Ralph.H.Gaines@hud.gov;Skrzycki, Kristin (HHS/IOS);scott_hommel@ios.doi.gov;Paul_Smith@nps.gov
Cc: wellnerk@state.gov;Eliot, Deirdre Z. EOP/WHO
Subject:

All,
Going forward, we will plan to hold the conference call **every Thursday at 5 PM**and meet in person every Tuesday. The call-in information is as follows:
Dial-in Number: (202) 395-6392
Code: 644 9264
Please let me know if you have any questions.
Nate Parker
Executive Assistant
Office of Cabinet Affairs
The White House
(202) 881-8810

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:27 +0000
Subject:

-----Original Appointment-----
(b)(6) @who.eop.gov]
Sent: Wednesday, January 10, 2018 11:40 AM
To: (b)(6) EOP/WHO; PetersonCS@state.gov; harrisbf2@state.gov; ClineCM@state.gov; Talento, Kathryn F. EOP/WHO; Matthew.Whitaker@usdoj.gov; Gary.e.barnett@usdoj.gov; demi.yeager@usdoj.gov; Sarah.Isgur.Flores@usdoj.gov; Vivieca.wright@va.gov; john.ullyot@va.gov; Laurence.Meyer@va.gov; Lance.leggitt@hhs.gov; Charmaine.Yoest@HHS.gov; Mary-sumpter.lapinski@hhs.gov; Nina.Schaefer@hhs.gov; Doyle, Emma K. EOP/OMB; Burris, Meghan K. EOP/OMB; Grogan, Joseph J. EOP/OMB; Pyron, Robert C. EOP/OMB; chad.wolf@hq.dhs.gov; Jonathan.Hoffman@hq.dhs.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; Hallisey, William B. EOP/CEA; (b)(6) EOP/WHO; Philipson, Tomas J. EOP/CEA; Pinkos, Stephen M. EOP/OVP; Armstrong, Rebekah W. EOP/OVP; Muir, Lawrence L. EOP/ONDCP; Weyeneth, Taylor P. EOP/ONDCP; Eason, William J. EOP/ONDCP; (b)(6) EOP/WHO; Grieco, Christopher K. EOP/WHO; Gast, Scott F. EOP/WHO; Kevin.Sweeney@sd.mil; Sheila.M.Greenwood1@hud.gov; Venable, Joshua; Geale.Nicholas.C@DOL.gov; PeterlinMja@state.gov; Heidi.green@osec.usda.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; Thomas.p.mccaffery.civ@mail.mil; anthony.m.kurta.civ@mail.mil; Coxen, Carrie; Botel, Jason; Grappone.jeffrey.y@dol.gov; Dorey.David.R@dol.gov; HammondRC@state.gov; Anne.Hazlett@osec.usda.gov; betty-ann.bryce@osec.usda.gov; Rose.Armstrong@osec.usda.gov; angilla.denton@wdc.usda.gov; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO; Adirim, Terry A SES OSD HA (US); Demartino, Robert E CAPT USPHS (US); (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) EOP/WHO; (b)(6) (b)(6) EOP/WHO; (b)(6) EOP/WHO; Holland, Eric W - OPA; Tonnessen, Kayla M. EOP/ONDCP; Brickman, Michael; Ralph.H.Gaines@hud.gov; Greenwood, Daniel Q. EOP/NSC; Skrzycki, Kristin (HHS/IOS); Wellner, Kathryn M. EOP/OVP; scott_hommel@ios.doi.gov; Paul_Smith@nps.gov; mari.moorhead@HHS.GOV
Cc: wellnerk@state.gov; (b)(6) EOP/WHO; (b)(6) EOP/WHO
Subject: Opioid Conference Call - Every Thursday 5 PM
When: Occurs every Thursday effective 1/11/2018 from 5:00 PM to 5:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where:

All,

The opioid conference call will occur **every Thursday at 5 PM.** Please submit agenda items by 5 PM every Wednesday. The permanent call-in information is as follows:

(b)(6)

Nate Parker
Executive Assistant
Office of Cabinet Affairs
The White House
(b)(6)

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: laurakaloi@mckeongrp.com
Sent: 8 Feb 2018 20:29:40 +0000
To: laurakaloi@mckeongrp.com;Botel, Jason;lmrhim@ncsecs.org;Coxen, Carrie
Subject: Canceled event: National Center for Special Education in Charter Schools ... @ Tue Feb 27, 2018 3:30pm - 4:30pm (EST) (jason.botel@ed.gov)
Attachments: invite.ics

This event has been canceled.

National Center for Special Education in Charter Schools meet on CRDC w/J. Botel

When	Tue Feb 27, 2018 3:30pm – 4:30pm Eastern Time
Where	U.S. Dept of Ed (map)
Video call	https://plus.google.com/hangouts/_/mckeongroupllc.com/laurakaloi
Calendar	jason.botel@ed.gov
Who	• laurakaloi@mckeongrp.com - organizer • jason.botel@ed.gov • lmrhim@ncsecs.org • carrie.coxen@ed.gov

Invitation from Google Calendar

You are receiving this courtesy email at the account jason.botel@ed.gov because you are an attendee of this event.

To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at https://www.google.com/calendar/ and control your notification settings for your entire calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. Learn More

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 8 Feb 2018 16:56:57 +0000
To: Okahara, Kim;Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Quiroz, Michael;Saunders, Mi-Hwa
Subject: Confirmed: Presentation and Discussion on School Choice in Arizona with WestEd

Update: 2/13

Please see presenter bio, presenter list, and executive summary below.

https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158

Please let me know if you have any questions.

Thanks,
Kim

[From original invite] The purpose of this meeting is to discuss a recent study (conducted by a PhD student at Yale) on open enrollment and its impact on families in Arizona. Lisa requested a brief webinar on the topic. Paul Koehler, Director of the West Comprehensive Center, will facilitate the meeting. The proposed agenda, participants, and executive summary will be shared early next week.

Kim Okahara
Team Leader, Comprehensive Centers and Equity Assistance Centers
School Support and Rural Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W., 3E214
Washington, D.C. 20202
kim.okahara@ed.gov
(p) 202-453-6930

The following is a new meeting request:

Subject:	Webinar Briefing: School Choice Findings from Arizona
Organizer:	"Andrea Browning" <abrowni@wested.org>
Location:	https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158
Time:	Thursday, February 15, 2018, 2:00:00 PM - 2:30:00 PM GMT -05:00 US/Canada Eastern
Invitees:	kim.okahara@ed.gov; pkoehle@wested.org; aminnic@wested.org; awilson@wested.org

+~+~+~+~+~+~+~+~+~+~+

Kim,

Below please find instructions for connecting to the webinar briefing that we'll facilitate on Thursday for you and your team with Matthew Hom, a Ph.D. candidate at Yale

AMERICAN OVERSIGHT

University whose research is focused on open enrollment and school choice in Arizona. Here is Matthew's bio and an executive summary of his research:

Presenter Bio:
Matthew Hom is a PhD candidate in the Economics department at Yale University. His research focuses on the economics of school choice with an emphasis on the effects of Arizona's statewide open enrollment policies on de-facto segregation and student access to quality schools. He previously earned a BS in Mathematics and a BA in economics at the University of Arizona.

Executive Summary:
Arizona has a longstanding policy of mandatory statewide open enrollment. Under this policy students are eligible to apply for admission to any traditional public school, regardless of their district of residence. However, to date, lack of data on student location has made it impossible to measure the full impact of this policy. In this webinar, I document the open enrollment patterns of approximately 130,000 students in Maricopa County. Specifically, I describe the families most likely to opt out of their neighborhood schools and compare the schools they choose against the schools they avoid. I find that 37% of students enroll in a non-neighborhood school and show that parents don't always opt into schools that outperform their neighborhood option. I also show that students' choices facilitate de-facto segregation. I conclude that students' experience with school choice are shaped by who they are, where they live, and whether they expect to be part of the racial/ethnic majority or minority at a school.

The WestEd team joining the briefing will include:
- Paul Koehler, Director of our Policy Center and the West Comprehensive Center
- Angela Minnici, Senior Director of Technical Assistance and Strategy and Director of the Mid-Atlantic Comprehensive Center
- Andrea Browning, Director of Regional Initiatives for the Mid-Atlantic Comprehensive Center
- Kamilah Wilson, Administrative Assistant for the Mid-Atlantic Comprehensive Center

Instructions for connecting to the WebEx are below. Please note that you'll need to both log in to the platform and also call in via your telephone.

Please share this invitation with interested ED colleagues.

Best,
Andrea

Thursday, February 15, 2018
2pm EST | 30 minutes

Link: https://wested.webex.com/wested/j.php?MTID=m4d765c4116df30f17da72d0a55ff4158

(b)(6)

AMERICAN OVERSIGHT

To Join: Click on the link and then use the call-in and meeting numbers above.

To view in full-screen mode: Click on the two arrows near the top of the screen ( ) once WebEx has loaded.

AMERICAN OVERSIGHT

From: Oficina de la Secretaria
Sent: 13 Feb 2018 12:42:34 +0000
To: Oficina de la Secretaria;Robert Enlow;Botel, Jason;Mandy Kett;Michael Chartier
Cc: Rinkus, Christopher
Subject: EdChoice- Call with Secretary Keleher- Puerto Rico

(b)(5)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Jan 2018 14:00:30 +0000
To: Botel, Jason;Coxen, Carrie;Reynolds, Cody
Subject: EXCOM

AMERICAN OVERSIGHT

From: Wes Moore
Sent: 9 Feb 2018 19:00:48 +0000
To: Wes Moore;Botel, Jason;Coxen, Carrie
Subject: FW: Call: Jason Botel / Wes Moore
Attachments: image001.png

-----Original Appointment-----
From: Wes Moore [mailto:moore@robinhood.org]
Sent: Friday, February 02, 2018 3:42 PM
To: Wes Moore; Coxen, Carrie
Subject: Call: Jason Botel / Wes Moore
When: Thursday, February 15, 2018 4:30 PM-5:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Dial In: 857-232-0601 / PIN: 89693

From: Maria Flynn
Sent: Monday, February 5, 2018 10:36 AM
To: 'Coxen, Carrie' <Carrie.Coxen@ed.gov>
Subject: RE: Call: Jason Botel / Wes Moore

Hi Carrie,

Wes asked me this morning if Jason could do this call at 6:00 AM on Wednesday?

He will be at the airport at the time and this time would work better for Wes.

Thank you in advance.

Maria

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

From: Maria Flynn
Sent: Friday, February 2, 2018 4:38 PM
To: 'Coxen, Carrie' <Carrie.Coxen@ed.gov>
Subject: RE: Call: Jason Botel / Wes Moore

Carrie,

Just to let you know, Wes has a hard stop for another call at 3:00 PM. Would Jason be willing to do 2:00 PM instead. I don't want them to be cut short on an important call.

Maria

AMERICAN OVERSIGHT

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

From: Maria Flynn
Sent: Friday, February 2, 2018 3:40 PM
To: 'Coxen, Carrie' <Carrie.Coxen@ed.gov>
Subject: RE: Call: Jason Botel / Wes Moore

Hi Carrie,

Yes, 2:30 PM will work. I can send you the calendar invite.

Here's a dial in number for you:

(b)(6)

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

From: Coxen, Carrie [mailto:Carrie.Coxen@ed.gov]
Sent: Friday, February 2, 2018 3:23 PM
To: Maria Flynn <flynn@robinhood.org>
Subject: Re: Call: Jason Botel / Wes Moore

Thanks for following up Maria. Would 2:30PM possibly work?

Carrie

From: Maria Flynn <flynn@robinhood.org>
Sent: Friday, February 2, 2018 1:24:38 PM
To: Coxen, Carrie
Subject: Call: Jason Botel / Wes Moore

Hi Carrie,

AMERICAN OVERSIGHT

Would Jason be available next Wednesday afternoon for a call with Wes?

He's traveling, but could easily do a call between Noon and 3:00 PM.

If this does not work, I can look at other times.

Warmly,
Maria

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

From: "Coxen, Carrie" <Carrie.Coxen@ed.gov>
Date: February 2, 2018 at 9:17:53 AM EST
To: Wes Moore <wesmoore1015@gmail.com>
Subject: Re: connecting

Wes,

It is wonderful to e-meet you! I schedule on behalf of Secretary DeVos and Jason here at the Department. I am also a TFA-Baltimore Alum :)

I'm sure your schedule is equally, if not more packed than Jason's. Do you have an assistant you would like me to work with to set up some time for you two to connect?

Thanks so much and happy Friday!
Carrie

From: Botel, Jason
Sent: Thursday, February 1, 2018 7:24:42 PM
To: Wes Moore
Cc: Coxen, Carrie
Subject: RE: connecting

Hi Wes,

Thanks for your quick reply! Any chance we could grab 15 minutes sometime next week?

AMERICAN OVERSIGHT

From: Wes Moore [mailto:wesmoore1015@gmail.com]
Sent: Thursday, February 01, 2018 12:02 AM
To: Botel, Jason
Subject: Re: connecting

Great hearing from you man and hope all is well. When might work for a catch up?

On Jan 31, 2018, at 11:22 AM, Botel, Jason <Jason.Botel@ed.gov> wrote:

Hi Wes!

How are you? Congrats on your new gig and all your success! Would you be up for a quick call in the near future? I'd love to catch up! please let me know. thanks!

From: Maria Flynn
Sent: Friday, February 2, 2018 3:40 PM
To: 'Coxen, Carrie' <Carrie.Coxen@ed.gov>
Subject: RE: Call: Jason Botel / Wes Moore

Hi Carrie,

Yes, 2:30 PM will work. I can send you the calendar invite.

Here's a dial in number for you:

(b)(6)

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

From: Coxen, Carrie [mailto:Carrie.Coxen@ed.gov]
Sent: Friday, February 2, 2018 3:23 PM
To: Maria Flynn <flynn@robinhood.org>
Subject: Re: Call: Jason Botel / Wes Moore

Thanks for following up Maria. Would 2:30PM possibly work?

Carrie

From: Maria Flynn <flynn@robinhood.org>
Sent: Friday, February 2, 2018 1:24:38 PM

AMERICAN OVERSIGHT

To: Coxen, Carrie
Subject: Call: Jason Botel / Wes Moore

Hi Carrie,

Would Jason be available next Wednesday afternoon for a call with Wes?

He's traveling, but could easily do a call between Noon and 3:00 PM.

If this does not work, I can look at other times.

Warmly,
Maria

Maria Flynn
Executive Assistant to the CEO | Robin Hood
826 Broadway, 9th Floor, New York, NY 10003
o: (212) 844-4505 | (b)(6)
flynn@robinhood.org | www.robinhood.org

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To: Wes Moore
Cc: Coxen, Carrie
Subject: RE: connecting

AMERICAN OVERSIGHT

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ROBIN HOOD

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Jan 2018 00:12:35 +0000
To: Botel, Jason;Johnston, Michael;Coxen, Carrie;Rinkus, Christopher;Rooney, Patrick;Ramirez, Lisa;dylan.klapmeier@mt.gov;susan.kohn@mt.gov
Subject: FW: MEETING: PHONE CALL: MT ESSA Plan

-----Original Appointment-----
From: Botel, Jason
Sent: Thursday, January 18, 2018 6:52 PM
To: Botel, Jason; Coxen, Carrie; Rinkus, Christopher; Rooney, Patrick; Ramirez, Lisa; dylan.klapmeier@mt.gov; susan.kohn@mt.gov
Subject: MEETING: PHONE CALL: MT ESSA Plan
When: Friday, January 19, 2018 10:00 AM-10:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: Jason's Conference Line

(b)(6)

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 18 Oct 2017 13:16:47 +0000
To: Venable, Joshua;Manning, James;Smith, Kathleen;Botel, Jason;Rosenfelt, Phil;Eitel, Robert;Lee, Ebony;Conaty, Joe;Navarro, Erica;Bell-Ellwanger, Jenn;Cordes, Bill;Simpson, Daniel;Stanton, Craig
Cc: Kean, Larry
Subject: FW: Weekly budget update

-----Original Appointment-----
From: Venable, Joshua
Sent: Friday, June 30, 2017 9:06 AM
To: Venable, Joshua; Eitel, Robert; Lee, Ebony; Conaty, Joe; Navarro, Erica; Bell-Ellwanger, Jenn; Cordes, Bill; Simpson, Daniel; Stanton, Craig
Cc: Kean, Larry
Subject: Weekly budget update
When: Thursday, October 19, 2017 9:30 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: 7W315

Intended only for the people directly on this invite and not to be forwarded to others.

Erica, Josh has asked me to set up a weekly meeting on the topics below. Please let me know if anyone from your team should be added to this meeting.

- Allocations
- FY 18 Negotiations
- FY 19 Planning

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Nov 2017 14:06:17 +0000
To: Botel, Jason;Coxen, Carrie
Subject: FYI on Reg Meeting

All –

We wanted to let you know the proposed schedule for the November 30th and December 7th meetings. We would greatly appreciate it if you could plan to attend both sessions. On November 30th, we will be meeting with representatives of ICF, a firm that provides comprehensive rulemaking services to agencies from posting of comments to regulations.gov to summarizing and analyzing comments. The following is a link to the policy and regulatory development page on ICF's website for your reference. https://www.icf.com/services/policy-and-regulatory-development

At the December 7th meeting, we would like to discuss the presentations we heard from ICF as well as N&C Inc. to gauge interest in exploring these services further.

Best wishes for a Happy Thanksgiving.

Elizabeth and Bob

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jan 2018 00:46:42 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Ramirez, Lisa
Subject: HOLD: MEETING: Mike Feinberg
Attachments: SKMBT_C36418012415510.pdf

AMERICAN OVERSIGHT

OFFICE OF ELEMENTARY & SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

MEETING REQUEST FORM

Today's Date	1/24/18	**Requested by**	Mike Feinberg

Purpose of Meeting (in the space below, please briefly explain the purpose of the meeting with the Deputy Assistant Secretary)

Review DOE goals and learn how we can be helpful

Proposed Agenda (in the space below, please outline the items to be discussed)

- Update on KIPP School results
- Listen to DOE goals and discuss points of intersection

Requested Date and Time (provide as much flexibility as possible)	3/09/18 12:30pm or later	**Type of Meeting**	☐ Phone Call ☒ In Person
Requested Location (Deputy Assistant Secretary's office preferred)	wherever most convenient		

Surrogate (willingness to meet with a member of the Deputy Assistant Secretary's staff in the event the Deputy Assistant Secretary is unavailable)

☐ Yes (indicate who by function or name):
☐ No

External Participants (include name, title, and organization of all external participants; explicitly note any federally registered lobbyists)

- Mike Feinberg, Co-Founder of KIPP

Requested Department of Education Participants

- Jason Botel

Please provide justification as to why the Deputy Assistant Secretary should attend this meeting:

see purpose of meeting

Point of Contact (person with whom the Office of Elementary & Secondary Education should follow up regarding this request)

- Name: Janet Reynoso
- Title/Organization: Executive Assistant to Mike F., KIPP
- Phone: 832-328-1631
- Email: jreynoso@kipphouston.org

INTERNAL USE ONLY:

ED Contact Person:
Briefing Prep:
Recommended ED staff/surrogate:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jan 2018 19:02:52 +0000
To: Botel, Jason;Coxen, Carrie
Subject: HOLD: OESE Ready 2 Lead

KICKOFF MEETING:
Welcome – Mark Washington (or possibly Frank Brogan, if confirmed)
Brief Video
Introductions

Vision & Expectations (Why)—Jason Botel
Explain the vision for the program—where we staff in the future
Review expectations – Full participation in the program

Mission (What)—Lisa Ramirez
How this supports OESE's mission
Planning efforts that guide our work
Strategic plan
Program plans
Annual performance plan
Federal Employee Viewpoint plan

Walk through the program
Goal
Outcomes
Structure
Schedule

Break

Panel of OESE leaders (How)
Introductions and each leader spends 5 minutes describing key points in his/her leadership journey and the key advice that has guided his/her professional world view (5 minutes each, total of 25 minutes)
David Cantrell
Marilyn Hall
Roberta Miceli
Sylvia Lyles
Tina Hunter

Answer moderated questions
How do you manage an environment where you have the same level of work, but you're not able to backfill positions when staff leave?
What is your conversation like in situations where you have staff who aren't "pulling their weight"?
How are you viewing the prospect of reorganization?
What makes management hard?
What makes management fulfilling?

Answer questions from the group

For the Good of the Order (Who) – Mark Washington

Wrap Up

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Jan 2018 00:27:13 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason arranges own travel to wh

AMERICAN OVERSIGHT

From: Oficina de la Secretaria
Sent: 17 Dec 2017 17:34:11 +0000
To: Oficina de la Secretaria;Botel, Jason
Subject: Jason Botel - touch base

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Dec 2017 19:05:15 +0000
To: Coxen, Carrie;Botel, Jason
Subject: Jason Off Site

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Nov 2017 16:43:21 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Jason Off Site

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Oct 2017 12:46:00 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Jason Off Site

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Dec 2017 18:55:18 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Jason Off Site

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Jan 2018 23:55:21 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason offsite

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Nov 2017 14:04:44 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason offsite

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Jan 2018 01:36:45 +0000
To: Botel, Jason;Coxen, Carrie
Subject: jason offsite

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Mike Feinberg
Sent: 26 Jan 2018 23:44:02 +0000
To: Mike Feinberg;Coxen, Carrie;Botel, Jason
Subject: Lunch: Jason & Mike

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 23 Jan 2018 15:25:25 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rigling, Kay;Peternith, Rachel;Gillette, Lisa;Pasternak, Sharone;Rooney, Patrick;Skinner, Josie;Koeppel, Dennis;Botel, Jason
Cc: Siry, Melissa
Subject: MEET: ESSA Flexibilities/Guidance Document
Attachments: ESSA Flexibilities.docx

The purpose of this meeting is to discuss the flexibilities found in ESSA and the creation of a document that States can use to maximize the use of those flexibilities.

(b)(6)

AMERICAN OVERSIGHT

ESSA Flexibilities

State flexibilities

Ability to choose content standards and aligned assessments
Authority to design accountability system
Can authorize LEAs to select a nationally recognized high school assessment in place of State assessment
Transferability
Innovative assessment demonstration pilot
ED flex

LEA flexibilities

Weighed student funding formula
Locally selected, nationally recognized high school assessment
New Title I supplement not supplant requirement
Consolidation of funds in a schoolwide program
Doing a schoolwide program in any Title I school
transferability

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Dec 2017 21:37:50 +0000
To: Botel, Jason;Lee, Ebony;Coxen, Carrie
Subject: MEET: Guidance

Meeting Name: MEET: Guidance
Purpose: To discuss guidance for 15 mins.
Location: Ebony's office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Dec 2017 13:31:43 +0000
To: Botel, Jason;Coxen, Carrie;Eitel, Robert
Subject: MEET: Jason Drop By

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Nov 2017 17:36:03 +0000
To: Botel, Jason;Coxen, Carrie;Ramirez, Lisa
Subject: MEET: JB & LR Check In Time

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Oct 2017 17:20:31 +0000
To: Botel, Jason;Coxen, Carrie;Jackson, Stacie G.
Subject: MEET: Performance Cycle

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Nov 2017 23:25:34 +0000
To: Botel, Jason;Coxen, Carrie;Ramirez, Lisa;Rosenfelt, Phil (Phil.Rosenfelt@ed.gov);Cordes, Bill;Dickerson, Lorena;Esquith, David
Subject: MEET: PR Assessments
Attachments: FW: PR assessments

Meeting Name: MEET: PR Assessments
Purpose: To discuss usage of federal funds to pay for assessment costs.
Location: Jason's Office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Nov 2017 19:44:25 +0000
To: Coxen, Carrie
Subject: FW: PR assessments

Hi Carrie, please see below. can you please schedule this meeting for early next week for 30 min? please include Lisa R

From: Rosenfelt, Phil
Sent: Monday, November 13, 2017 2:22 PM
To: Cordes, Bill
Cc: Botel, Jason; Rigling, Kay; Koeppel, Dennis
Subject: RE: PR assessments

Bill: I agree a short discussion might be very helpful before reaching out to Puerto Rico—to avoid some issues from the outset. Thanks.

Phil

From: Cordes, Bill
Sent: Monday, November 13, 2017 10:48 AM
To: Botel, Jason
Cc: Rosenfelt, Phil
Subject: FW: PR assessments

Please see below; might need to sort out a few issues before telling PR it can use Title I funds for assessment costs.

The final response regarding Title I may hinge on exactly what costs we're talking about (e.g., assessment development vs. administration) as well as the potentially greater flexibility PR may have because nearly all of its students are in Title I schoolwide programs, thus perhaps overcoming the concern below about using Title I funds to benefit all students.

From: Rigling, Kay
Sent: Monday, November 13, 2017 7:20 AM
To: Cordes, Bill
Cc: Anderson, Michael (OGC)
Subject: RE: PR assessments

A few comments. I'm on leave today without email. Please contact Mike Anderson if you have any questions.

From: Cordes, Bill
Sent: Sunday, November 12, 2017 10:35 PM
To: Rigling, Kay
Subject: FW: PR assessments

Let me know if you disagree with anything below.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: Sunday, November 12, 2017 10:06 PM
To: Cordes, Bill
Subject: Re: PR assessments

Many thanks, Bill! This is extremely helpful!

On Nov 12, 2017, at 9:56 PM, Cordes, Bill <Bill.Cordes@ed.gov> wrote:

> Sorry for the delay in responding. Here are a three possible sources of Federal funds that could be used to pay assessment costs (assuming such costs are related to ESEA implementation):
>
> 1. The most obvious source for paying bills from PR's assessment vendor would be State Assessment formula grant funds. Since it looks like we're talking about last year's bills, PR should look first to FY 2016 funds, which remain available for obligation. According to the attached spreadsheet, provided by Lorena and sent around by Jason last Monday, PR has $553,225.17 in FY 2016 State Assessment funds (at least I think it's FY 2016 funds—the "FY 2016-17" nomenclature in the spreadsheet is a little confusing, but I'm assuming it actually means "SY 2016-2017") that could be used to pay an assessment vendor. PR also may be able to use the $87,500.80 in available FY 2015 funds for this purpose, given that we have provided a waiver of the period of availability for FY 2015 ESEA formula grant funds. And of course PR likely has its full FY 2017 State Assessment allocation (or most of it) available, though there may be some administrative hurdles[what would these be? Can we do this administratively?] to overcome in using those funds to pay a bill from last year (i.e., prior to the availability of FY 2017 funds on July 1 of this year).
> 2. PR also can use the State share (roughly 1%) of Title I, Part A funds to pay the costs of *developing* ~~or administering~~ ESEA assessments.[State admin $$ may not be used to administer assessments because there is not explicit authority to spend those funds for general aid purposes. Perhaps we could waive that limitation.] PR appears to have $156,338,430.70 in FY 2016 Title I, Part A funds that remain available for obligation; however, it's possible that PRDE already has spent its FY 2016 Title I administrative funds (then the question might be can it use FY 2017 State-level administrative funds to satisfy an obligation from the previous year).
> 3. As noted on last week's call with Julia, there is no limit on the LEA share of Title I funds that may be used for administrative costs, including (pending confirmation by OGC) assessment costs, and since PR is a unitary LEA, it may be that PRDE has flexibility to tap a larger share of the $156 million in remaining FY 2016 funds than would otherwise be available under the 1% State-level administrative reservation in order to pay its assessment vendor. [we would not permit an LEA to use Title I admin $$ for assessment administration—or development. Same reason as above: there is no express statutory authority to use Title I funds to benefit all students.]
>
> One thus far unexplored area of flexibility that could help with this and other issues around which funds from which years can be used to pay which bills is section 301 of the Stafford Disaster Relief and Emergency Assistance Act, which I've copied below from Paul's handy

AMERICAN OVERSIGHT

waiver table. It would be useful, for example, if we could use this provision to permit PR to use current-year funds to settle bills from prior years. The qualifier about the inability to meet such conditions having to be a result of the disaster could be a challenge for pre-hurricane obligations, but we might be able to overcome it.

STAFFORD Disaster Relief and Emergency Assistance Act	*§301:* "administrative conditions" for any "Federal assistance program" (quoted terms are not defined in the Act)	State, Local Authorities	Respective agency head (ED Secretary)	*§301:* "if the inability to meet such conditions is a result of the major disaster".	Statute does not define "Federal assistance program" or "administrative conditions"

From: Botel, Jason
Sent: Friday, November 10, 2017 12:21 PM
To: Cordes, Bill
Cc: Conaty, Joe; Rosenfelt, Phil; Eitel, Robert; Esquith, David; Ramirez, Lisa; Dickerson, Lorena
Subject: PR assessments

Hi Bill,

When we met to discuss the money PR owes its assessment vendor from last school year and the cost that the vendor has proposed for this school year, you mentioned that some of the federal funds that Puerto Rico has they can use to pay these expenses. Can you please email me more details about that so I can share them with Julia?

<PRDE - Grants FY15-16 and FY16-17 Balances as of Oct 26 17.xlsx>

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Nov 2017 15:01:40 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Norris, Elizabeth;Grant, Damaris
Subject: MEET: Staff Growth

All things considered I think we cancel this until we are much further down the road in planning and communicating agency reform. thanks

Meeting Name: MEET: Staff Growth
Purpose: To brainstorm staff growth opportunities for OESE.
Location: Jason's Office

AGENDA

1. Accompany Lisa, Mark and me when we attend meetings outside OESE
2. Facilitate brown-bag lunches
3. Develop effective practice one-pagers?

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Dec 2017 21:20:26 +0000
To: Botel, Jason;Coxen, Carrie;Ramirez, Lisa;Hunter, Tina;Washington, Mark
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Jan 2018 23:10:41 +0000
To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Burleson, Roman;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Lustig, Amy;Palacios, Albert
Bcc: WDCFB6-7C100
Subject: MEET: Weekly Opioid Workgroup
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled, Untitled

Meeting Name: MEET: Weekly Opioid Workgroup Purpose: To convene a weekly workgroup to respond to the country's opioid epidemic and support the WH in their prevention efforts.

ocation: 7C100

onference Call Information Jason Botel:

(b)(6)

D Opioid Project Assignments.docx

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:30 +0000
To: Botel, Jason;Coxen, Carrie;Whitaker, Heather;Ramirez, Lisa;Dickard, Norris;Brickman, Michael;Stauffer, Evelyn;Ferguson, Gillum;Chamberlain, Michael;Harris, Sally;Arabo, Melody;Fox, Leslie;Dirrigl, Mary Louise;Ramirez, Andrea
Bcc: WDCFB6-7C100
Subject: MEET: Weekly Opioid Workgroup

**moving to accommodate for political scheduling change*

Meeting Name: MEET: Weekly Opioid Workgroup
Purpose: To convene a weekly workgroup to respond to the country's opioid epidemic and support the WH in their prevention efforts.
Location: Jason's Office

Conference Call Information Jason Botel:
(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 21:51:30 +0000
To: Botel, Jason;Fox, Leslie;Ferguson, Gillum;Brickman, Michael;Stauffer, Evelyn;Arabo, Melody;Dirrigl, Mary Louise;Ramirez, Andrea;Ramirez, Lisa;Whitaker, Heather;Fowler, Anthony;Harris, Sally;Chamberlain, Michael;Dickard, Norris;Coxen, Carrie
Cc: Ashe, Anya
Bcc: WDCFB6-7C100
Subject: MEET: Weekly Opioid Workgroup

Meeting Name: MEET: Weekly Opioid Workgroup
Purpose: To convene a weekly workgroup to respond to the country's opioid epidemic and support the WH in their prevention efforts.
Location: Jason's Office

(b)(6)

AMERICAN OVERSIGHT

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To: Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Burleson, Roman;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn
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Subject:

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Subject:

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Subject:

AMERICAN OVERSIGHT

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Bcc: WDCFB6-7C100
Subject:

AMERICAN OVERSIGHT

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To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn
Bcc: WDCFB6-7C100
Subject:

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Subject:

AMERICAN OVERSIGHT

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To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Palacios, Albert
Bcc: WDCFB6-7C100
Subject:

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To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Palacios, Albert
Bcc: WDCFB6-7C100
Subject:

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To: Botel, Jason;Harris, Sally;Chamberlain, Michael;Grant, Damaris;Ramirez, Lisa;Norris, Elizabeth;Coxen, Carrie;Dirrigl, Mary Louise;Brickman, Michael;Ferguson, Gillum;Dickard, Norris;Fox, Leslie;Fowler, Anthony;Ramirez, Andrea;Arabo, Melody;Whitaker, Heather;Stauffer, Evelyn;Palacios, Albert
Bcc: WDCFB6-7C100
Subject:

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 12 Sep 2018 22:28:01 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason;Mabrey, Jack
Subject: Frank/Jason interview Whitney Riggs in person
Attachments: Whitney B. Riggs - Resume.doc

AMERICAN OVERSIGHT

WHITNEY RIGGS

(b)(6)

PROFESSIONAL SUMMARY

A seasoned policy professional with in-depth familiarity and experience with the legislative process, including the appropriations process. Well-organized and able to set priorities, meet deadlines and achieve results in a fast-paced environment. A proven record of taking on greater levels of responsibility, functioning autonomously and as part of a team.

PROFESSIONAL EXPERIENCE

NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA), ALEXANDRIA, VA

SENIOR GOVERNMENT AFFAIRS ASSOCIATE, MAY 2017-PRESENT

Senior member of the government affairs team responsible for advancing the national policy interests of more than 90,000 school board members by developing and implementing effective direct lobbying strategies. Advocates, before Members of Congress, congressional staff and relevant federal agencies, NSBA's federal legislative and policy positions related to elementary and secondary education. Provides in-depth policy analysis of legislative and regulatory proposals to NSBA membership. Prepares and presents legislative updates to NSBA membership and stakeholders during conferences, special sessions, webinars and other forums.

HOUSE COMMITTEE ON EDUCATION AND THE WORKFORCE, WASHINGTON, DC

PROFESSIONAL STAFF MEMBER, JANUARY 2017-MAY 2017

Served as Chairwoman Virginia Foxx's (R-NC) primary advisor on policy issues related to federal workers' compensation programs, trade and the "sharing" economy. Collaborated with Members of Congress, congressional staff and stakeholders to develop innovative legislative proposals to advance the Chairwoman's policy agenda. Provided policy analysis and recommendations to the Chairwoman and other Members of Congress. Coordinated Committee briefings, hearings, markups and roundtables by interviewing potential witnesses and drafting relevant background materials.

OFFICE OF CONGRESSWOMAN VIRGINIA FOXX (R-NC, 5TH DISTRICT), WASHINGTON, DC

POLICY ADVISOR, DECEMBER 2014-JANUARY 2017

Managed active Member's Education and the Workforce Committee portfolio with an emphasis on elementary and secondary education, higher education, child nutrition and workforce development. Worked with Committee and House leadership on passage of the Every Student Succeeds Act. Drafted talking points, floor speeches and worked closely with legislative counsel on drafting legislative text. Collaborated directly with White House staff on community college initiatives. Actively engaged stakeholders to advance North Carolina's interests at the federal level.

OFFICE OF CONGRESSMAN DOC HASTINGS (R-WA, 4TH DISTRICT), WASHINGTON, DC

SENIOR LEGISLATIVE ASSISTANT, MARCH 2014-DECEMBER 2014

Monitored Energy and Water Appropriations Subcommittee action for active Member with heavy Department of Energy (DOE) interests. Managed federal funding for the Pacific Northwest National Laboratory. Implemented the Congressional Nuclear Cleanup Caucus briefing series with senior DOE officials and stakeholders. Served as an adviser to the Member on energy issues and primary adviser on science, budget, education, homeland security, labor, and tax policy issues.

LEGISLATIVE ASSISTANT, APRIL 2012-MARCH 2014

Assisted senior policy advisor in ensuring DOE met legal obligations to clean up the Hanford Nuclear Site in Central Washington. Served as primary adviser to the Member on science, budget, education, financial services, housing, judiciary, labor, Social Security, small business, tax, and women's issues.

AMERICAN OVERSIGHT

OFFICE OF CONGRESSMAN CHUCK FLEISCHMANN (R-TN, 3RD DISTRICT), WASHINGTON, DC

LEGISLATIVE ASSISTANT/OFFICE MANAGER, JANUARY 2011-APRIL 2012

Served as the primary adviser to the Member on agriculture, education, homeland security, housing, and labor policy issues. Worked with legislative team to advance legislative initiatives. Built and maintained relationships with various constituent and interest groups. Prepared communications, speeches, talking points and informational memos. Supervised junior staff and managed office finances.

OFFICE OF CONGRESSMAN ZACH WAMP (R-TN, 3RD DISTRICT), WASHINGTON, DC

LEGISLATIVE AIDE, MARCH 2009-JANUARY 2011

Primary assistant to legislative director managing funding for the Oak Ridge National Laboratory. Assisted legislative director with managing the Member's Energy and Water Appropriations Subcommittee portfolio ensuring DOE facilities in Oak Ridge, TN had adequate funding and DOE cleanup milestones were met.

SENIOR LEGISLATIVE CORRESPONDENT, OCTOBER 2006- MARCH 2009

Managed and supervised junior legislative correspondents, staff assistants, and interns in their handling of incoming constituent communications. Assisted with developing effective communication strategies.

STAFF ASSISTANT AND TOUR COORDINATOR, JANUARY 2006-OCTOBER 2006

Assisted in planning, researching and writing for Member's website. Responsible for scheduling all constituent tours of Washington, D.C. landmarks.

OFFICE OF SENATOR LAMAR ALEXANDER (R-TN), KNOXVILLE, TN

INTERN, APRIL 2004-AUGUST 2004

Greeted all office visitors. Answered constituent calls. Logged in constituent letters and phone calls using Capitol Correspondence. Assisted district staff with special projects.

EDUCATION

THE UNIVERSITY OF TENNESSEE, KNOXVILLE, TN

B.A., Major: Political Science

AMERICAN OVERSIGHT

From: Antas, Natalia (US - Arlington)
Sent: 20 Sep 2018 20:58:19 +0000
To: Antas, Natalia (US - Arlington);Trettin, Sara;Cantrell, David;Leverrier, Laurel - RD, Washington, DC;Fahey, Meredith (US - Arlington);Hanson, Karen;Gjonca, Alexa (US - Arlington);Berlack, Shae;Meacham, Aimee;Botel, Jason
Subject: BIWG: ED Interview

Dear Sara and David,

Thank you for agreeing to participate in the Broadband Interagency Working Group interview regarding the programs that your agency reported in the 2018 OMB Data Call as supporting broadband connectivity in rural communities. Please let us know if this time still works best for your schedule and what location works best for you. Ideally, we'd like to meet in person, if that is possible. We look forward to a dynamic conversation.

The purpose of the interview is obtain additional insights into identifying and uncovering opportunities and challenges to intra- and inter-agency coordination of federal broadband programs as outlined in the Rural Prosperity Task Force Report of 2017.

You can expect pre-reading materials from our team no later than 24 hours before our scheduled meeting. Our pre-reading materials include a snapshot of the responses that your agency provided as well as questions that we'll be touching on during our interview.

Best,

Natalia Antas

.....

Join using Skype for Business

Do not have Skype, Join using Web App

Join voice only by a US Cell Phone

Join voice only by a USI Cell Phone

Conference ID: 4 299 453 396

AMERICAN OVERSIGHT

Join voice only by Desk Phone/Landline/Mobile (Most Frequently Connected Countries)……

US & Any Country - Toll Call: +(b)(6) or Join by Cell Phone

US & Canada - Toll-free: +(b)(6) or Join by Cell Phone

Australia: +(b)(6) or Join by Cell Phone (b)(6) r Join by Cell Phone or Join by Cell Phone

Belgium: (b)(6) or Join by Cell Phone

Germany: (b)(6) or Join by Cell Phone + or Join by Cell Phone

Japan: (b)(6) or Join by Cell Phone (b)(6) or Join by Cell Phone

Netherlands: (b)(6) or Join by Cell Phone

UK: (b)(6) or Join by Cell Phone

Other local & International Numbers

Get Immediate Help……

Forgot your dial-in PIN or Dedicated Conference ID?

Live Support

+1-877-388-6623

AMERICAN OVERSIGHT

+1-615-738-4357, Option 3

IM for Live Support

Skype for Business Hotline

Skype technology includes options for recording a meeting. If a meeting is being recorded, an audio and/or visual warning will be provided when you join a recorded meeting. A warning will also be provided if recording commences after you have joined the meeting. If you continue to participate in the meeting following these warnings, your participation will serve as your express consent to such recording.

This message (including any attachments) contains confidential information intended for a specific individual and purpose, and is protected by law. If you are not the intended recipient, you should delete this message and any disclosure, copying, or distribution of this message, or the taking of any action based on it, by you is strictly prohibited.

v.E.1

AMERICAN OVERSIGHT

From: Tuia, Justis
Sent: 26 Sep 2018 18:05:13 +0000
To: Tuia, Justis;Hinton, Anna;Botel, Jason;Todd, Jennifer;Elizabeth Griffith (eaengland@cps.edu);Preston Lewis (PKLewis1@cps.edu);fmrichards@cps.edu;Veronica Nash (vnash@cps.edu);Kirsten Chewning (kchewning@cps.edu)
Subject: Call: CPS Continuation Award Discussion

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 25 Sep 2018 15:12:00 +0000
To: DeVos, Betsy;EDCalendar;Botel, Jason;Brogan, Frank
Subject: Call Time (FL ESSA Plan)

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 25 Sep 2018 15:12:00 +0000
To: DeVos, Betsy;EDCalendar;Botel, Jason;Brogan, Frank
Subject: Call Time (FL ESSA Plan)

AMERICAN OVERSIGHT

From: Gardner, Ashley
Sent: 12 Sep 2018 11:18:26 +0000
To: Gardner, Ashley;Hodgdon, Jane
Cc: Botel, Jason
Subject: Canceled: Alternative OII BBQ
Importance: High

So as the weather would not cooperate, we have altered the plan.

We have decided to cancel the OII BBQ. **HOWEVER**, all is not lost! We will still have lunch together on Thursday from 12-2 pm in room 1W128. We will use the money already collected to buy food from Costco. We will purchase an assortment of food, desserts, and drinks and will try to select items that all with a food and drink ticket will enjoy.

We will bring music and games so that we can have a great time being together. Keep in mind that the we want everyone to arrive on time and stay the whole time just as if you were going to the BBQ, *no running back to your desk* ☺. All are welcome to join in for the comradery and games.

Thanks so much for your consideration and patience in this matter as we really are trying make the best of this last HOORAH in the name of OII.

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:33 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly;Washington, Mark;Kesner, Paul;Miller, Meredith
Subject: Canceled: Session 3: Frank Brogan Mock Hearing (Confid)
Importance: High

(b)(5)

Thanks,
Gerren

AMERICAN OVERSIGHT

From: Cutler, Samantha
Sent: 28 Sep 2018 19:35:46 +0000
To: Cutler, Samantha;Botel, Jason
Subject: Employee Matter

(b)(5)

Sam Cutler
Director, Workforce Relations Division
Office of Human Resources
(202) 453-6755 office
(b)(6)

(b)(5)

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Rooney, Patrick;Miceli, Roberta;Siry, Melissa;Kesner, Paul
Subject: ESEA Title VIII Provisions

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Kesner, Paul;Rooney, Patrick;Miceli, Roberta;Siry, Melissa
Subject: ESEA Title VIII Provisions

AMERICAN OVERSIGHT

From: Becker, Judith
Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Rooney, Patrick;Miceli, Roberta;Siry, Melissa;Kesner, Paul
Subject: ESEA Title VIII Provisions

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Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Rooney, Patrick;Miceli, Roberta;Siry, Melissa;Foy Moss, Rita;Kesner, Paul
Subject: ESEA Title VIII Provisions

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Sent: 27 Aug 2018 15:29:24 +0000
To: Becker, Judith;Ramirez, Lisa;Koeppel, Dennis
Cc: Rigling, Kay;Botel, Jason;Brogan, Frank;Kesner, Paul;Rooney, Patrick;Miceli, Roberta;Siry, Melissa
Subject: ESEA Title VIII Provisions

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 21 Sep 2018 13:02:16 +0000
To: Brogan, Frank;Botel, Jason
Subject: HOLD: Frank & Jason

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 28 Sep 2018 20:20:09 +0000
To: Venable, Joshua;Botel, Jason
Subject: HOLD: Lunch with Jason Botel and Josh Venable

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 14:44:26 +0000
To: Brogan, Frank;Stump, Scott;Stanton, Craig;Washington, Mark;Botel, Jason
Subject: Hold: Meeting

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 25 Sep 2018 14:03:53 +0000
To: Eitel, Robert;Kissel, Adam;Brogan, Frank;Botel, Jason
Subject: HOLD: OESE Regulatory Meeting

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 19 Sep 2018 14:47:16 +0000
To: Oppenheim, Peter;Carter, Denise;Talbert, Kent;Petersen, Molly;Botel, Jason;Washington, Mark
Subject: HOLD: Travel to Hart

AMERICAN OVERSIGHT

From: Oppenheim, Peter
Sent: 19 Sep 2018 14:47:42 +0000
To: Oppenheim, Peter;Carter, Denise;Talbert, Kent;Botel, Jason;Petersen, Molly;Washington, Mark
Subject: HOLD: Travel to LBJ

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 28 Sep 2018 15:53:03 +0000
To: McHam, Gerren;Botel, Jason;Rosenfelt, Phil;Wilson, Linda
Subject: IG Report Call: Oversight Committees

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 24 Sep 2018 19:50:47 +0000
To: Ramirez, Lisa;Washington, Mark;Brogan, Frank;Botel, Jason
Subject: Learning and Leadership Development Conference

AMERICAN OVERSIGHT

From: Miceli, Roberta
Sent: 27 Sep 2018 16:10:12 +0000
To: Miceli, Roberta;Botel, Jason;Rooney, Patrick
Subject: Lunch

Hi Jason,

Patrick and I would like to see if you are available for us to take you to lunch before you leave the Department. We would like to thank you and show our appreciation for your willingness to dig into the weedy ESSA policy issues and support OSS with the many and varied questions from States.

If this date and time doesn't work, please let us know what does.

Looking forward to the opportunity to thank you and celebrate your new opportunity!

Roberta and Patrick

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 19:16:44 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Frank and Jason

CTE

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 19:16:44 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Frank and Jason

CTE

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 19:16:44 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Frank and Jason

CTE

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 16:32:47 +0000
To: Botel, Jason;Goodridge, Marcella
Subject: Meet: Jason and Marcella

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 16:32:47 +0000
To: Botel, Jason;Goodridge, Marcella
Subject: Meet: Jason and Marcella

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 16:53:15 +0000
To: Brogan, Frank;Botel, Jason;evers@stanford.edu
Subject: Meet: William M. Evers

Williamson M. Evers, Research Fellow, Hoover Institution
Lead, Department of Education Agency Action Team, Trump Transition
Former U.S. Assistant Secretary of OPEPD

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 27 Sep 2018 01:37:16 +0000
To: Venable, Joshua;Botel, Jason
Subject: Meeting with Jason Botel

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 26 Sep 2018 17:22:42 +0000
To: Brogan, Frank;Botel, Jason;Rebekah.Hagan@sen.ca.gov
Subject: Meeting with Senator Fuller

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:38:32 +0000
To: Botel, Jason;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov;Washington, Mark;Keefer, John;Carr, Patrick
Subject: Next Step Audit Findings: NH State Chief Edelbut

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:38:32 +0000
To: Botel, Jason;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov;Washington, Mark;Keefer, John;Carr, Patrick;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov
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To: Botel, Jason;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov;Washington, Mark;Keefer, John;Carr, Patrick
Cc: Carney, Timothy;Davis, Caitlin
Subject: Next Step Audit Findings: NH State Chief Edelbut

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:38:32 +0000
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Cc: Carney, Timothy
Subject: Next Step Audit Findings: NH State Chief Edelbut

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Sent: 27 Aug 2018 13:38:32 +0000
To: Botel, Jason;Frank.edelblut@doe.nh.gov;Angela.Adams@doe.nh.gov;Washington, Mark;Keefer, John;Carr, Patrick
Cc: Carney, Timothy
Subject: Next Step Audit Findings: NH State Chief Edelbut

AMERICAN OVERSIGHT

From: Eitel, Robert
Sent: 7 Sep 2018 22:08:32 +0000
To: Eitel, Robert;Botel, Jason;Brogan, Frank;Kissel, Adam
Subject: OESE Regulatory

Follow-up from chats with Frank.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject: OII Director Meeting
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 21:40:54 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 25 Sep 2018 01:51:26 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) (b). EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);(b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;lcaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Conference Call

AMERICAN OVERSIGHT

From: Nordahl, Nicholas
Sent: 27 Sep 2018 19:49:05 +0000
To: Nordahl, Nicholas;Ramirez, Lisa;Rosenfelt, Phil;Hilsey, Shaina;Stump, Scott;Brogan, Frank;Wooten, Michael;Cantrell, David;Botel, Jason
Subject: PRDE OCTAE Discussion

The purpose of this call is to review questions received from PRDE regarding OCTAE. If there are additional items to review, please send in advance for awareness. Thanks!

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 14:21:05 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Kesner, Paul;Nordahl, Nicholas;Cantrell, David;Norris, Elizabeth;Washington, Mark
Bcc: WDCFB6-3W336
Subject: Puerto Rico Debrief

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 14:21:05 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Kesner, Paul;Nordahl, Nicholas;Cantrell, David;Norris, Elizabeth;Washington, Mark
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Bcc: WDCFB6-3W336
Subject: Puerto Rico Debrief

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 24 Sep 2018 21:24:00 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony;ED.Studio
Cc: Blew, Jim;Botel, Jason;Hoover, Joshua;Wood, Paul
Subject: SAF Roundtable

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:27 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Richey, Kimberly;Collett, Johnny;Talbert, Kent;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Trachman, William;Rhoads, Kelly
Subject: Session 1: Frank Brogan Hearing Prep (Confid)

(b)(5)

Thanks,
Gerren

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 5 Sep 2018 14:57:31 +0000
To: McHam, Gerren;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Norris, Elizabeth;Lee, Ebony;Bailey, Nathan;Hill, Elizabeth;Rosenfelt, Phil;Oppenheim, Peter;Petersen, Molly;Zarish-Becknell, Kim;Dixon, Doris;Wilson, Linda;Huizinga, Madeleine;Washington, Mark;Kesner, Paul;Miller, Meredith;Rhoads, Kelly
Subject: Session 2: Frank Brogan Hearing Prep (Confid)

(b)(5)

Thanks,
Gerren

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: Merriweather, Denisha
Sent: 25 Sep 2018 15:41:59 +0000
To: Merriweather, Denisha;Snow, McKenzie;Blew, Jim;Mabrey, Jack;Steel, Jake;Botel, Jason;Hammer, Victoria;Simpson, Daniel;Norris, Elizabeth;Rinkus, Christopher;Michael Jahr;Jennifer Butler
Subject: State Policy Network Research Study Review & Meet and Greet
Attachments: Jahr Federal letter.pdf

Feel free to share with others

The State Policy Network Affiliate-The Badger Institute in Wisconsin just concluded three years of research on the impact of federal grants-in-aid and published their findings in a book titled "Federal Grant$standing."At this meeting, they will share their findings (one-pager below). The goal of the meeting is to engage and inform The State Policy Network of the practices, policies, and programs ED has to offer; and, to assist on a national level so they can assist at the state, local, and community level, to plan, implement, and participate in effective programs for students. We also hope to receive an update on their organization's work.

This meeting will be held on Wednesday, September 26th from 1:30-2:30pm.

Key findings

• Grants-in-aid have exploded from $7 billion in 1960 (7.5 percent of federal spending) to $728 billion today (17.6 percent of federal spending).
• Most states today get about one-third of their revenues from the federal government.
• A growing number of Wisconsin "state employees" – around 10,000 of them -- now answer to bureaucrats and politicians in Washington, D.C. For example, fully 73 percent of the Wisconsin Department of Workforce Development's 1,603 workers are now paid with federal funds.
• Nearly 30 percent of federally paid workers in just six Wisconsin departments appear to simply administer federal dollars. Their annual salary and benefits total nearly $89 million.
• Some 60 percent of surveyed superintendents, school board members and business managers in Wisconsin agreed with the statement that "restrictions on how federal funds are spent harmfully distort the decisions that local school officials make on behalf of their students."
• The Wisconsin Department of Public Instruction spends $54 million annually to administer federal funds.
• School districts that saved taxpayer money as the result of Act 10 reforms are compelled by federal "maintenance of effort" requirements to spend that money – often on things they don't want or need – or lose federal funding.

One pager

Attendees (to date)

AMERICAN OVERSIGHT

Mike Nicolas, President of The Badger Institute
Jennifer Butler, Senior Policy Advisor
Michael Jahr, Vice President of The Badger Institute

All the best,
Denisha Merriweather

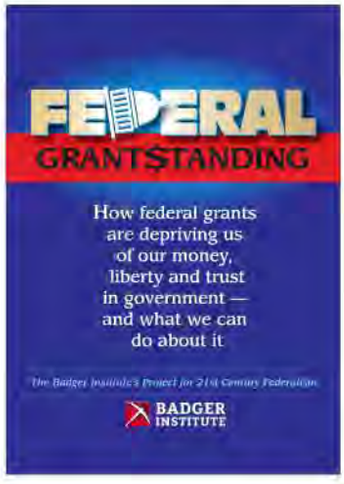
AMERICAN OVERSIGHT

BADGER INSTITUTE

Free Markets ▪ Opportunity ▪ Prosperity

The Badger Institute provides a superb account of the harm that the $700 billion system does to sound government in Wisconsin, and they dig up eye-opening examples of inherent waste. The book is chock full of unique data and survey information, but the findings are applicable to every state in the nation — **Chris Edwards**, Cato Institute

Federal grants-in-aid, often perceived at the state and local level as "free money," are in reality a coercive, cynical contrivance that increases costs, undermines local control, inhibits innovation and subverts constitutional protections, according to a new book published by the Badger Institute. "Federal Grant$tanding," the culmination of nearly three years of research and reporting, describes how these grants-in-aid actually centralize power in the nation's capital and erode trust in government.



This is not the first publication to point out that the astronomical growth of federal grants-in-aid is at the crux of a debilitating, inexorable expansion of national power. But it may be the first to report so extensively from the schoolhouses, statehouses and streets where most Americans live.

"Federal Grant$tanding combines traditional policy research, investigative reporting, surveys of educators and local officials and interviews with key players to produce some alarming findings. Among them:

- Grants-in-aid have exploded from $7 billion in 1960 (7.5 percent of federal spending) to an estimated $728 billion today (17.6 percent of federal spending).
- Most states today get about one-third of their revenues from the federal government.
- A growing number of Wisconsin "state employees" — around 10,000 of them — now answer to bureaucrats and politicians in Washington, D.C. For example, fully 73 percent of the Wisconsin Department of Workforce Development's 1,603 workers are now paid with federal funds.
- Nearly 30 percent of federally paid workers in just six Wisconsin departments appear to simply administer federal dollars. Their annual salary and benefits total nearly $89 million.
- Some 60 percent of surveyed superintendents, school board members and business managers in Wisconsin agreed with the statement that "restrictions on how federal funds are spent harmfully distort the decisions that local school officials make on behalf of their students."
- The Wisconsin Department of Public Instruction spends $54 million annually to administer federal funds.
- School districts that saved taxpayer money as the result of Act 10 reforms are compelled by federal "maintenance of effort" requirements to spend that money — often on things they don't want or need — or lose federal funding.

"Federal Grant$tanding" concludes that the price of continuing apace — including the incessant growth of federal debt, the loss of time, money and ingenuity in the states, and the diminished trust in our leaders — is threatening the dual system of governance that the founding fathers envisioned. Fortunately, reform, while difficult, is possible. The book includes a variety of possible solutions and sets the stage for additional research across the country.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Sep 2018 14:01:59 +0000
To: Lee, Ebony;Botel, Jason;Hilsey, Shaina;Doyle, Jean;Blew, Jim
Subject: Teach For America

Hi Jason and Ebony—

I hope that you both are well.

I am writing on behalf of TFA's CEO, Elisa Villanueva Beard who would like the opportunity to meet with you to provide an update on TFA's work in more than 50 regions across the country, and specifically how the Department's SEED grant has helped us achieve greater impact in our fight for excellence and equity in education.

In the 2018-2019 school year, we will have more than 6,700 corps members joining more than 52,000 alumni to create a network of leaders who are working inside and outside the classroom to improve educational opportunities for all children. Every day they are proving that with hard work, determination, and partnerships across the community, all students can achieve at the highest levels.

Elisa will be in Washington, D.C. on Tuesday, October 2nd and is available to meet between 10am and 4pm. I hope we are able to make this work for your schedules.

Thanks so much for your consideration, and I look forward to hearing from you.

Best,

Jean Doyle

Jean Doyle
Vice President, Government Affairs
Teach For America
(b)(6)
t: 202.552.2400 ext 21120
e: jean.doyle@teachforamerica.org

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 26 Sep 2018 14:03:21 +0000
To: Lee, Ebony;Botel, Jason;Howerton, Mia;Galiatsos, Ann Margaret
Subject: TQP

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 26 Sep 2018 14:03:21 +0000
To: Lee, Ebony;Botel, Jason;Howerton, Mia;Galiatsos, Ann Margaret
Subject: TQP

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 21 Sep 2018 20:18:17 +0000
To: Okahara, Kim;Ramirez, Lisa;Washington, Mark;Botel, Jason;Rinkus, Christopher;Galiatsos, Ann Margaret;Ofodile-Carruthers, Nkemjika;Alepohoritis, Yianni;Southwell, Debora
Subject: Use this invite please - OESE Web Redesign Team

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)
Forgot your dial-in PIN? |Help

All,

Nkemjika is out of the office so please use this invite instead. I will update this invite with final agenda items and final PWS (currently, this is with CAM).

The purpose of this meeting is to provide an update on the PWS; confirm expected timeline for launch; and discuss project team composition (to include OESE Front Office COR Level II) in the near-term and long-term.

Thanks all,
Kim

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:43:22 +0000
To: Botel, Jason;Ramirez, Lisa;Curet-Rivera, Luz
Subject: Congressional Correspondence

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:43:22 +0000
To: Botel, Jason;Ramirez, Lisa;Curet-Rivera, Luz
Subject: Congressional Correspondence

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Subject: Congressional Correspondence

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Sent: 23 Aug 2018 20:43:22 +0000
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Subject: Congressional Correspondence

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:45:28 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Rinkus, Christopher;Brogan, Frank
Subject: Disaster Relief Grants

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:45:28 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Rinkus, Christopher;Brogan, Frank;Rinkus, Christopher
Subject: Disaster Relief Grants

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Subject: Disaster Relief Grants

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Subject: Disaster Relief Grants

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Aug 2018 20:45:28 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Rinkus, Christopher;Brogan, Frank
Subject: Disaster Relief Grants

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 0000
To: Shaina;Ramirez, Lisa;Rinkus, Christopher;Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 7 +0000
To: ey, Shaina;Ramirez, Lisa;Rinkus, Christopher;Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To: ıa;Ramirez, Lisa;Rinkus, Christopher;Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Aug 2018 16:54:16 +0000
To: Lee, Ebony;Rinkus, Christopher;Botel, Jason;Eitel, Robert;Muniz, Carlos
Cc: Brogan, Frank
Subject: Follow up to SNS

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Aug 2018 16:54:16 +0000
To: Lee, Ebony;Rinkus, Christopher;Botel, Jason;Eitel, Robert;Muniz, Carlos
Cc: Brogan, Frank
Subject: Follow up to SNS

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From: Lee, Ebony
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To: Lee, Ebony;Rinkus, Christopher;Botel, Jason;Eitel, Robert;Muniz, Carlos
Cc: Brogan, Frank
Subject: Follow up to SNS

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Cc: Brogan, Frank
Subject: Follow up to SNS

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Aug 2018 16:54:16 +0000
To: Lee, Ebony;Rinkus, Christopher;Botel, Jason;Eitel, Robert;Muniz, Carlos
Cc: Brogan, Frank
Subject: Follow up to SNS

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 23 Aug 2018 21:52:00 +0000
To: Ventimiglia, Eric;Brogan, Frank;Botel, Jason
Subject: Frank/Jason interview Kyrsten York

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Aug 2018 14:05:02 +0000
To: Botel, Jason;Washington, Mark;Brogan, Frank
Subject: Goal 1 Strategic Plan Proposed Changes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Aug 2018 14:05:02 +0000
To: Botel, Jason;Washington, Mark;Brogan, Frank
Subject: Goal 1 Strategic Plan Proposed Changes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Aug 2018 14:05:02 +0000
To: Botel, Jason;Washington, Mark;Brogan, Frank;Botel, Jason
Subject: Goal 1 Strategic Plan Proposed Changes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Aug 2018 14:05:02 +0000
To: Botel, Jason;Washington, Mark;Brogan, Frank
Subject: Goal 1 Strategic Plan Proposed Changes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Aug 2018 15:21:21 +0000
To: Botel, Jason
Subject: HOLD: Opioid Session
Attachments: 2018 OESE Event Request Form- CFOI.DOCX, Opioid Session Oct. list.docx

We have TDC for October 2 from 10:30am – 12:00pm for the opioid session.

Who handles Jason's scheduling?

Angel Rush
Management Program Analyst
Center for Faith and Opportunity Initiatives
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Phone: 202-205-4498
Email: angel.rush@ed.gov

AMERICAN OVERSIGHT

OFFICE OF ELEMENTARY & SECONDARY EDUCATION – U.S. DEPARTMENT OF EDUCATION
EVENT REQUEST FORM

PLEASE READ:
Complete and return this form to the appropriate scheduler.
Requests submitted with less than four weeks' notice are difficult to accommodate.
Due to the high number of scheduling inquiries received by our office, not all requests can by granted.

BASIC INFORMATION			
Today's Date	**RSVP Date**	**Organization**	**Event Title**
8/28/2018	9/7/2018	Center for Faith and Opportunity Initiatives	"Opioid Listening Session"

Event Description (include event's website if applicable)

The Center for Faith and Opportunity Initiatives (CFOI) will be hosting an opioid prevention listening session for twelve faith and community leaders on October 2, 2018. The session will give faith and community leaders the chance to present any suggestions, best practices, lessons learned, etc. regarding opioid prevention when working with students and their families. Each presenter will be given 5 minutes to present and the Center will not be providing follow up material or comments.

Event Start Date/Time	**Event End Date/Time**	**City**	**State**
10/2/2018 10:30am – 12pm	10/2/2018	Washington	DC

Location (include specific address, room designation, etc.)	**Registration Fee Charged**	**Size of Audience**
U.S. Department of Education, LBJ (TDC-Room 1W103)	x ☐ No ☐ Yes: $_____	12-15

Is an award being given? NO	**Name of Award –N/A**	**Monetary Value?**
☐ No ☐ Yes		No ☐ Yes: $_____

Description of Audience (please be as specific as possible. I.e. teachers, students, elected officials and/or other)

Faith and Community Leaders

DEPUTY ASSISTANT SECRETARY'S (DAS) ROLE	Please outline below what you are requesting of the Deputy Assistant Secretary
Total running time for the Deputy Assistant Secretary's participation	An hour and a half (10:30am-12:00pm)
Start time for the Deputy Assistant Secretary's participation	10:15am
End time for the Deputy Assistant Secretary's participation	12:00pm
Preferred format (e.g., speech, informal remarks, keynote, Q&A)	Panel set up. No remarks just listening.
Who will introduce the Deputy Assistant Secretary? (name, title, organization)	Dr. Andrea Ramirez Acting Director for Center for Faith and Opportunity Initiatives
Preferred Department of Education Surrogate (In the event the Assistant Secretary is unavailable)	Elyse Robertson, Office of Safe and Healthy Students

ADDITIONAL INFORMATION

Please provide justification as to why the Deputy Assistant Secretary should attend this event:

Mr. Botel leads the opioid taskforce here at ED.

Requested themes or topics to address	**Other Department of Education officials invited**
Other Trump Administration officials invited	**State and local elected officials invited**
Who else is confirmed to headline this event?	**List other notable attendees/participants**
Michael Chamberlain, Denisha Merriweather, Angel Rush and Dr. Andrea Ramirez	Faith and Community Leaders (list attached)

Do you have additional questions or comments?

AWAITING

Is this event open or closed to the press?		Closed	
CONTACT INFORMATION			
Primary Contact Name	**Title**	**Phone (best & alternate)**	**Email**
Angel Rush	Management Program Analyst	202-205-4498	angel.rush@ed.gov
Press and Public Affairs Name	**Title**	**Phone (best & alternate)**	**Email**

INTERNAL USE ONLY:

ED Contact Person:
Briefing Prep:
Recommended ED staff/surrogate:

AMERICAN OVERSIGHT

Names	Emails
Darryl Strawberry and his wife	ward@directsportslink.com
Dr. Jay and Diane Strack	jstrack@studentleadership.net dstrack@studentleadership.net
Rev. Dimas Salaberrios	(b)(6)
Grant Skeldon (Millennial leader)	grant@initiativenetwork.org
Herman Martir	(b)(6)
NaPandita Rithipol	
Tyrone Winfrey	
Bishop Chris Baker	
Danette Crawford	missions@praisefestministries.com
Raul (Mateo) Magdaleno	(b)(6)
Bishop Findlayter	
Human Trafficking Coalition Contact (Dr. Matthew Dunaway) Dr. Matthew Dunaway	Matthew@PraiseFestMinistries.com
Communities In Schools Milliken, Dr. Bill	millikenb@cisnet.org
Rebecca Friedrichs	(b)(6)
Pastor Paul Gallet	(b)(6)
Pasqual Urrabazo	Purrabazo@iclv.com
Dr. Addie Richberg	president@nafj.org
Todd Lamphere	tlamphere@ndcc.tv
Debra Haggins	debra.haggins@hamptonu.edu
Maureen Van Den Berg, American Association of Christian Schools	mvandenberg@aacs.org
Pastor Perry Blankenship, Project Aware Facilitator/ McDowell County Schools	perry.blankenship@k12.wv.us
Samuel Burba, AZ Governor's Office of Youth, Faith and Family	sburba@az.gov
Mary Theresa (Terry) Webb, GOAL Project	mail@goalproject.org
Lisa M. Schainker, Partnerships in Prevention Science Institute	lschain@iastate.edu

AMERICAN OVERSIGHT

Sam Cobbs, First Place for Youth	scobbs@firstplaceforyouth.org
Mary Beth Waddell, Family Research Council	mbw@frc.org
Abel Lopez, CLAY Student Leadership	abel@claystudentleadership.org
Dwight Benjamin, Family & Community Engagement, PGCPS	dbenja@pgcps.org

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject: OII Director Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-4W335
Subject: OII Director Meeting
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 21:44:00 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
Bcc: WDCFB6-3W100;WDCFB6-4W335
Subject: OII Director Meeting

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Sent: 27 Aug 2018 13:04:34 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Hinton, Anna;Feres, Orman;Sathya, Soumya;Dowling, Maureen;Terpak, Kelly
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Subject: OII Director Meeting
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Bcc: WDCFB6-4W335
Subject: OII Director Meeting

AMERICAN OVERSIGHT

From: Broadwater, Sara
Sent: 21 Aug 2018 13:50:04 +0000
To: Broadwater, Sara;Simmons, Lee (Dougie);Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Merriweather, Denisha;Brogan, Frank;Jones, Diane
Subject: BTS Surrogates Meeting

AMERICAN OVERSIGHT

From: Broadwater, Sara
Sent: 21 Aug 2018 13:50:04 +0000
To: Broadwater, Sara;Simmons, Lee (Dougie);Botel, Jason;Blew, Jim;Ramirez, Andrea;Holifield, Johnathan;Viana, Jose;Viana, Aimee;Zais, Mitchell;Ham, Holly;Smith, Kathleen;Collett, Johnny;Richey, Kimberly;Stump, Scott;Bailey, Nathan;Hill, Elizabeth;Merriweather, Denisha;Brogan, Frank;Jones, Diane
Subject: BTS Surrogates Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Aug 2018 17:35:26 +0000
To: Botel, Jason;Dan Cruce
Subject: Call: Jason & Dan

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 22 Aug 2018 17:35:26 +0000
To: Botel, Jason;Dan Cruce
Subject: Call: Jason & Dan

AMERICAN OVERSIGHT

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Sent: 16 Aug 2018 15:30:30 +0000
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To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Post, Aubrey
Subject: Call w/ Pam Stewart

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 22 Aug 2018 21:53:11 +0000
To: McHam, Gerren;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina;Petersen, Molly;Dixon, Doris;Zarish-Becknell, Kim;Wilson, Linda;Huizinga, Madeleine
Subject: Confirmed: Meeting on HELP Hearing

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Cc: Zevin, Sarah (Sarah.Zevin@ed.gov);Meeley, Kathryn (Kathryn.Meeley@ed.gov)
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Aug 2018 15:22:10 +0000
To: Botel, Jason;Sathya, Soumya;Rooney, Patrick;Siry, Melissa;Norris, Elizabeth;Ramirez, Lisa
Cc: Zevin, Sarah (Sarah.Zevin@ed.gov);Meeley, Kathryn (Kathryn.Meeley@ed.gov)
Bcc: WDCFB6-3W336
Subject: CSP Resource Center

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Aug 2018 19:00:45 +0000
To: Brogan, Frank;Grove, Benjamin R.;Botel, Jason;Wooten, Michael;Ramirez, Lisa;Rinkus, Christopher;Terpak, Kelly;Feres, Orman;Goetz, Braden;Henschel, Gregory
Subject: First Robotics

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 21 Aug 2018 16:38:38 +0000
To: Brogan, Frank;Rinkus, Christopher;Botel, Jason;Stewart, Pam;Post, Aubrey
Cc: Ramirez, Lisa
Subject: Florida ESSA Plan

AMERICAN OVERSIGHT

From: Dowling, Maureen
Sent: 17 Aug 2018 16:58:24 +0000
To: Dowling, Maureen;Blew, Jim
Cc: Botel, Jason;Hilsey, Shaina;Malico, Melinda;McLaughlin, Maureen
Subject: FW: Briefing -- Dr. Ashley Berner -- Pluralism and American Public Education

AMERICAN OVERSIGHT

From: McHam, Gerren
Sent: 22 Aug 2018 21:53:11 +0000
To: McHam, Gerren;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina;Petersen, Molly
Subject: Hold: Meeting on Hearing

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Subject: Hold: Meeting on Hearing

AMERICAN OVERSIGHT

From: Southwell, Debora
Sent: 20 Aug 2018 02:27:59 +0000
To: Southwell, Debora;OII All Users;Funkhouser, Janie;Akins, Karen;Zimmermann, Jacquelyn;Carrington, Maria
Subject: Invitation for you to attend Poetic Engagement (PE), Come one, come all! Tuesday, August 21, Noon, TDC 1W103

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 15 Aug 2018 13:46:04 +0000
To: Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Norris, Elizabeth;Hilsey, Shaina
Subject: Meet: Discuss Back to School

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Aug 2018 13:58:49 +0000
To: DeVos, Betsy;Brogan, Frank;Botel, Jason;Lee, Ebony;Muniz, Carlos;Oppenheim, Peter;Rinkus, Christopher;Rosenfelt, Phil;Talbert, Kent;Venable, Joshua;Zais, Mitchell
Subject: Meeting with Staff

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2018 13:01:20 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark;Hinton, Anna;Terpak, Kelly;Sathya, Soumya;Galiatsos, Ann Margaret;Feres, Orman
Bcc: WDCFB6-3W336
Subject: Minimizing Errors on Slates

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Bcc: WDCFB6-3W336
Subject: Minimizing Errors on Slates

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 23 Aug 2018 15:43:51 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;McLaughlin, John;Reynolds, Cody;'Matthew Doherty'
Subject: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

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Subject: Mtg. w/Dept of Education RE: Homelessness Definition
Importance: High

AMERICAN OVERSIGHT

From: Connor, Cameron M. EOP/WHO
Sent: 21 Aug 2018 15:18:47 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';Hommel, Scott;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';(b)(6) EOP/OVP;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;Cypher, (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Joshua.venable@ed.gov';Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) (b) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Whitaker, Matthew (OAG);(b)(6) M. EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;'Michael.Brickman@ed.gov';'Geale.Nicholas.C@DOL.gov';'Carrie.coxen@ed.gov';'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';'Jason.Botel@ed.gov';'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';Joannou, Tom W. EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA;Pence, Laura (HHS/IOS;Mocarski, Ashley D. EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA;Kalavritinos, Jack (OS/IEA;Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA;Trainer, Nick A. EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP;Anita Personius;john.tahsuda@bia.gov;Icaza, Angela S COL USARMY OSD OUSD P-R (US
Subject: Opioid Conference Call

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 21 Aug 2018 14:36:22 +0000
To: Zais, Mitchell;Kesner, Paul;Sullivan, Madeline;Botel, Jason;Ramirez, Lisa;Miller, Meredith;Talbert, Kent;McHugh, Erin;Battle, Sandra;Briggs, Ashley;Conaty, Joe;Crawford, Ray;Wheeler II, Tom
Subject: REMS Technical Assistance Center Briefing

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Aug 2018 13:07:14 +0000
To: Stader, Jim
Subject: Recovery Support Function Leadership Group (RSFLG) Under Secretaries Meeting on Puerto Rico/Vigin islands at FEMA HQ Yesterday

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Aug 2018 13:07:14 +0000
To: Botel, Jason;Stader, Jim
Subject: Recovery Support Function Leadership Group (RSFLG) Under Secretaries Meeting on Pueto Rico/Vigin islands at FEMA HQ Yesterday

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 12:50:04 +0000
To: Botel, Jason;Ramirez, Lisa;Washington, Mark
Subject: All- Staff Discussion

AMERICAN OVERSIGHT

From: Hill, Elizabeth
Sent: 9 Aug 2018 21:49:43 +0000
To: Hill, Elizabeth;Botel, Jason;Bailey, Nathan
Subject: Call with Caitlin Emma & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 15:19:20 +0000
To: Botel, Jason;mamoyaw@thirdway.org
Subject: Coffee

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 6 Aug 2018 20:33:43 +0000
To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
Subject: Conference Call: Puerto Rico's first Education and Community Impact Fund

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 6 Aug 2018 20:33:43 +0000
To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
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To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
Subject: Conference Call: Puerto Rico's first Education and Community Impact Fund

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 6 Aug 2018 20:33:43 +0000
To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
Subject: Conference Call: Puerto Rico's first Education and Community Impact Fund

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 6 Aug 2018 20:33:43 +0000
To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
Subject: Conference Call: Puerto Rico's first Education and Community Impact Fund

AMERICAN OVERSIGHT

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Sent: 6 Aug 2018 20:33:43 +0000
To: Brogan, Frank;Irene Wallstabe;Botel, Jason;Norris, Elizabeth;Ramirez, Lisa
Cc: Ramon Riancho IV
Subject: Conference Call: Puerto Rico's first Education and Community Impact Fund

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Aug 2018 20:05:14 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Discuss Teach to Lead

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica
Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 13 Aug 2018 15:00:52 +0000
To: Talbert, Kent;Lee, Ebony;Trettin, Sara;Clark, Jane;Metzger, Ivan;Botel, Jason;Ramakis, Jessica
Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

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Cc: Miller, Meredith
Subject: ESSA State Report Card Hackathon Briefing

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Aug 2018 19:54:06 +0000
To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta
Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: FL Next Steps

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 6 Aug 2018 21:39:55 +0000
To: Ventimiglia, Eric;Botel, Jason;Brogan, Frank
Subject: Frank/Jason interview Kevin Lair

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 6 Aug 2018 21:39:55 +0000
To: Ventimiglia, Eric;Botel, Jason;Brogan, Frank
Subject: Frank/Jason interview Kevin Lair
Attachments: KevinLair_Resume.pdf

AMERICAN OVERSIGHT

Kevin T. Lair

(b)(6)

Education

Master of Arts: Teaching — **Sep 2017**
Relay Graduate School of Education — **Wilmington, DE**
Distinction, Highly Qualified, ETS Recognition of Excellence, GPA: 4.00

Bachelor of Arts: Political Science, Global Business, Economics & Pre-Law — **May 2015**
Washington College — **Chestertown, MD**
Magna Cum Laude, GPA: 3.83

Professional Experience

Policy & Advocacy Fellow — **May 2018 to Present**
Office of Evaluation, New Jersey Department of Education — **Trenton, NJ**

- Leads statewide accessibility initiatives to improve communication efforts with school district leaders
- Organizes and leads ten regional trainings on evaluation systems for school administrators and principals
- Leads network of 20 school districts and organizations to develop leadership programs, improve teacher effectiveness and student achievement, and increase access to high-quality professional development

AP U.S. History Teacher — **May 2015 to Present**
Freire Charter School Wilmington — **Wilmington, DE**

- Teach For America Delaware 2015 Corps Member committed to educational equity
- One of 10 founding teachers who developed school policies regarding vision, academics, and culture
- Collaborates with deans to analyze data, implement instructional practices, and mentor fellow teachers
- Founder and director of Mediation and Student Council to amplify student leadership and voice
- Taught five 8th grade U.S. History courses (150 students) with 95% mastery of DE state standards

Member, Rodel Teacher Council — **Aug 2017 to Present**
Rodel Foundation of Delaware — **Wilmington, DE**

- Leads social and emotional learning team that trains educators to implement alternative discipline practices
- Collaborates with politicians and community organizations to implement equitable education policies

Legislative Assistant — **Jan 2015 to Apr 2015**
House Minority Caucus, Maryland General Assembly — **Annapolis, MD**

- Advised Minority Leader, Whip, and Caucus on policy decisions; fielded constituent inquiries
- Conducted legislative research and analysis; successfully supported passage of several education bills

Research Assistant — **May 2014 to Aug 2014**
East-West Center — **Washington, DC**

- Advocated for strategic relations between U.S. and Asia-Pacific nations to Congress members
- Quantified and published trade, security, and election data; published weekly news articles

Constituent Advocate — **May 2013 to Aug 2013**
U.S. Senator Pat Toomey & U.S. Rep. Charles Dent — **Allentown, PA**

- Handled over 4,000 federal constituent cases via phone calls, in-person meetings, and site tours
- Developed system for differentiating and handling federal, state, and local inquiries

Languages

- Spanish - Fluent in reading/writing; intermediate speech level; high level of comprehension — 8 years total

AMERICAN OVERSIGHT

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To: Brogan, Frank;Muniz, Carlos;Lee, Ebony;Oppenheim, Peter;Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Siry, Melissa;Simons, Jane;Rigling, Kay;Barlow, Christine;Miceli, Roberta
Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

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Cc: Rosenfelt, Phil;Koeppel, Dennis
Subject: HOLD: FL Next Steps

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 6 Aug 2018 21:39:55 +0000
To: Ventimiglia, Eric;Botel, Jason;Brogan, Frank
Subject: Hold: Frank/Jason interview Kevin Lair

AMERICAN OVERSIGHT

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Attachments: KevinLair_Resume.pdf

AMERICAN OVERSIGHT

Kevin T. Lair

(b)(6)

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- Handled over 4,000 federal constituent cases via phone calls, in-person meetings, and site tours
- Developed system for differentiating and handling federal, state, and local inquiries

Languages

- Spanish - Fluent in reading/writing; intermediate speech level; high level of comprehension — 8 years total

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:17:29 +0000
To: Botel, Jason;Hill, Elizabeth;Bailey, Nathan;Bailey, Nathan
Subject: HOLD: Interview Prep

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Aug 2018 18:57:56 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie;oiicalendar;Meeley, Kathryn;Howerton, Mia
Cc: WDCFB6-4C100
Subject: HOLD: Meeting about Reorg.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Aug 2018 18:57:56 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie;oiicalendar
Subject: HOLD: Meeting about Reorg.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Aug 2018 18:57:56 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie
Bcc: WDCFB6-4W335
Subject: HOLD: Meeting about Reorg.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 8 Aug 2018 18:57:56 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie;oiicalendar
Bcc: WDCFB6-4W335
Subject: HOLD: Meeting about Reorg.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Aug 2018 12:55:17 +0000
To: Botel, Jason;Kesner, Paul
Cc: Hilsey, Shaina
Subject: HOLD: PCC Sub-group Meeting

AMERICAN OVERSIGHT

From: Richey, Kimberly
Sent: 9 Aug 2018 20:28:37 +0000
To: Richey, Kimberly;Collett, Johnny;Rinkus, Christopher;Botel, Jason
Subject: HOLD: Touch Base - Outline

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 9 Aug 2018 18:43:40 +0000
To: Talbert, Kent;Eitel, Robert;Lee, Ebony;Miller, Meredith;Conaty, Joe;Blew, Jim;Kean, Larry;Cordes, Bill;Jones, Diane;Kissel, Adam;Bailey, Nathan;Hill, Elizabeth;Reynolds, Cody;Oppenheim, Peter;Dixon, Doris;Brogan, Frank;Botel, Jason;Kesner, Paul;Muniz, Carlos;Rosenfelt, Phil;Koeppel, Dennis;Peternith, Rachel;Hess, Jane;Anderson, Margo;Robinson, Mark;Zais, Mitchell;Dowling, Maureen;Ramakis, Jessica;Ramirez, Lisa;Rinkus, Christopher;Lustig, Amy;Lanauze, Milagros;Stader, Jim
Subject: Hurricane Coordination Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 13 Aug 2018 12:23:43 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: jason / Lisa check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:42:53 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Cantrell, David;Norris, Elizabeth;Viana, Aimee;Caudillo, Emmanuel
Bcc: WDCFB6-3W336
Subject: Meet: PR and USVI Visit

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 15 Aug 2018 13:42:53 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Cantrell, David;Norris, Elizabeth;Viana, Aimee;Caudillo, Emmanuel
Bcc: WDCFB6-3W336
Subject: Meet: PR and USVI Visit

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Aug 2018 15:06:50 +0000
To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 21:55:30 +0000
To: Botel, Jason;Norris, Elizabeth
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
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To: Botel, Jason;Norris, Elizabeth
Subject: Meet: weekly check in with Elizabeth
Attachments: Untitled

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To: Botel, Jason;Norris, Elizabeth
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AMERICAN OVERSIGHT

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Sent: 8 Aug 2018 18:57:56 +0000
To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie;oiicalendar;Meeley, Kathryn;Howerton, Mia
Cc: WDCFB6-4W335
Bcc: WDCFB6-4C100
Subject: Meeting about Reorg.

AMERICAN OVERSIGHT

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To: Botel, Jason;Galiatsos, Ann Margaret;Terpak, Kelly;Wilson, Richard;Feres, Orman;Carter, Bonnie;oiicalendar;Meeley, Kathryn;Howerton, Mia
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Subject: Meeting about Reorg.

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Subject: Meeting about Reorg.

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 9 Aug 2018 20:42:13 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa
Subject: Mtg. w/Dept of Education RE: Homelessness Definition

AMERICAN OVERSIGHT

From: Rackleff, Neal J
Sent: 9 Aug 2018 20:42:13 +0000
To: Rackleff, Neal J;Bryon, Jemine A;Suchar, Norman A;Keville, Jocklynn M;Rawlinson, Steven W;Hilsey, Shaina;Botel, Jason;McLaughlin, John;Reynolds, Cody;Ramirez, Lisa
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Subject: Mtg. w/Dept of Education RE: Homelessness Definition

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 10 Aug 2018 15:40:37 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony;Brogan, Frank;Botel, Jason;Rinkus, Christopher;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren
Subject: OESE Briefing (ESSA Flexbilities & Supplement Not Supplant)

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 10 Aug 2018 15:40:37 +0000
To: DeVos, Betsy;EDCalendar;Lee, Ebony;Brogan, Frank;Botel, Jason;Rinkus, Christopher;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Norris, Elizabeth
Subject: OESE Briefing on ESSA Flexibilities & Supplement, Not Supplant

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2018 17:24:01 +0000
To: Botel, Jason;Washington, Mark;Ramirez, Lisa;Rinkus, Christopher;Hunter, Tina;Galiatsos, Ann Margaret;Viana, Jose;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta
Bcc: WDCFB6-3C100
Subject: OESE/OII Reorg Steering Committee
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 21:55:31 +0000
To: Viana, Jose;Rinkus, Christopher;Botel, Jason;Washington, Mark;Ramirez, Lisa;Hunter, Tina;Galiatsos, Ann Margaret;Anand, Supreet;Gillette, Lisa;Hinton, Anna;Safranek, Ellen;Rooney, Patrick;Hall, Marilyn;Cantrell, David;Lyles, Sylvia;Miceli, Roberta;Viana, Jose;Rinkus, Christopher
Bcc: WDCFB6-3C100
Subject:

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

Conference ID: (b)(6)
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 8 Aug 2018 20:52:28 +0000
To: Washington, Mark;Cantrell, David;Muhammad, Faatimah;Sathya, Soumya;Smith, Jamila;Meeley, Kathryn;Walls, Kristen;Schmidt, Ashlee;Blew, Jim;Okahara, Kim;Rinkus, Christopher;Ramsey, Tara;Miceli, Roberta;Wells, Michael;Williams, Bryan;Brogan, Frank;Smith, Danielle;Botel, Jason;Johnson, Patricia;Foy Moss, Rita;Lyles, Sylvia;Robinson, Vicki;Taliaferro, Jason;Peasley, Donald;Rooney, Patrick;Howerton, Mia;Nash, Elson;Hunter, Tina;Carter, Bonnie;Hall, Marilyn;Ramirez, Lisa;Hernandez-Marshall, Angela;Safranek, Ellen;Curet-Rivera, Luz;Hinton, Anna;Proctor, Tammy;Galiatsos, Ann Margaret;Gillette, Lisa;Carr, Patrick;Dickard, Norris;Meyertholen, Patricia;Cohen-Boyer, Gillian;Kesner, Paul;Butler, James;Siry, Melissa
Subject: OESE-OII Reorg Implementation Workgroups: Kick-off and Assignments

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Subject: OESE-OII Reorg Implementation Workgroups: Kick-off and Assisgnments

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 8 Aug 2018 18:37:09 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason;Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;Nations, Kayla
Subject: Teacher 3

AMERICAN OVERSIGHT

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Sent: 8 Aug 2018 18:37:09 +0000
To: Lee, Ebony;Morrow, Jean;Botel, Jason;Blew, Jim;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan;WDCFB6-7C101;Nations, Kayla
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Subject: Teacher 3

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Aug 2018 17:33:27 +0000
To: Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:37:05 +0000
To: Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
Subject: Update: Questions Re Emergency Impact Aid

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:37:05 +0000
To: Hilsey, Shaina;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
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Subject: Update: Questions Re Emergency Impact Aid

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 10 Aug 2018 20:12:50 +0000
To: Hilsey, Shaina;Cordes, Bill;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Washington, Mark;Kesner, Paul;Bailey, Nathan;Hill, Elizabeth;Oppenheim, Peter;McHam, Gerren;Miller, Meredith
Subject: URGENT: Questions Re Emergency Impact Aid

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Aug 2018 21:26:50 +0000
To: Botel, Jason;Reynolds, Cody;Robertson, Elyse
Subject: walk back from hud

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 16:22:32 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Ann Margaret - Jason biweekly check-in
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:41 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 16:22:32 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Ann Margaret - Jason biweekly check-in
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:44 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 16:22:32 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Ann Margaret - Jason biweekly check-in
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:44 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 16:07:57 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Cc: Hilsey, Shaina
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 13:28:29 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Cc: Hilsey, Shaina
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 16:07:57 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Cc: Hilsey, Shaina
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 16:07:57 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Cc: Hilsey, Shaina
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 12:53:15 +0000
To: Botel, Jason
Subject: Call: Andrea Foggy- PAxton

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 16:04:54 +0000
To: Brogan, Frank;Botel, Jason
Subject: (b)(6)

Frank will Call Pam (b)(6)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 13:08:21 +0000
To: Brogan, Frank;Botel, Jason
Subject: Call Pam Stewart

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:06:49 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Connecting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:06:49 +0000
To: Botel, Jason;Galiatsos, Ann Margaret
Subject: Connecting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:02:09 +0000
Subject: Ed 2 - Shuttle departs LBJ at 1:25 arrives PCP at 1:35

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:02:09 +0000
Subject: Ed 2 - Shuttle departs LBJ at 1:25 arrives PCP at 1:35

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 30 Jul 2018 14:15:02 +0000
To: Lee, Ebony;Lauren.Maddox@hklaw.com;Botel, Jason;Blew, Jim
Subject: Education Pioneers-Fellows

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 1 Aug 2018 13:32:51 +0000
To: Hilsey, Shaina;Botel, Jason;Norris, Elizabeth;Bailey, Nathan;Hill, Elizabeth;Rinkus, Christopher;Hammer, Victoria
Subject: ESSA Flexibilities

AMERICAN OVERSIGHT

From: Carter, Denise
Sent: 30 Jul 2018 12:06:07 +0000
To: Carter, Denise;Botel, Jason
Subject: Follow-up Discussion | Jason B & Denise C
Attachments: meeting with Denise

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 29 Jul 2018 23:25:01 +0000
To: Hilsey, Shaina
Cc: Carter, Denise;Harper, Geoffrey
Subject: meeting with Denise

Hi Shaina,

Please schedule a 15-minute meeting between Denise Carter and me in her office, ideally tomorrow (Monday), Tuesday if necessary. i have two agenda items:

1. Follow-up on personnel issues we discussed Friday, and
2. Which office I should use on 4th floor when I am doing OII-related work.

Thanks!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 13:19:59 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM);Ramirez, Lisa;Cordes, Bill;Rosenfelt, Phil;Cantrell, David
Cc: Okahara, Kim;Hastings, Elizabeth (OS/ASPR/OEM);Hyacinthe, Claude;Guevara, Gilberto;Smith, Jamila (Jamila.Smith@ed.gov);CJ Huff
Subject: HOLD: Call with Josh Barnes

AMERICAN OVERSIGHT

From: Hanson, Karen
Sent: 26 Jul 2018 17:31:53 +0000
To: Hanson, Karen;Kinkoph, Douglas;Miller, Jannine - RD, Washington, DC;Johnson, Ken - RD, Washington, DC;Chad.Parker@wdc.usda.gov;rnelson@achp.gov;mdefalco@arc.gov;timthomas@arc.gov;mdrummond@ceq.eop.gov;mneumayr@ceq.eop.gov;bhenson@dra.gov;jperry@fs.fed.us;edenson@fs.fed.us;mmazel@fs.fed.us;laurel.leverrier@wdc.usda.gov;Duane, Jennifer A.;Spurgeon, Andrew;Moyer, Timothy;Redl, David;brian.s.teeple2.civ@mail.mil;peter.j.potochney.civ@mail.mil;fredrick.d.moorefield.civ@mail.mil;james.p.campion2.civ@mail.mil;robert.a.coffman10.civ@mail.mil;Botel, Jason;Trettin, Sara;Cantrell, David;herbert.mcconnell@hq.doe.gov;pam.peckham@hq.doe.gov;max.everett@hq.doe.gov;Ronald.Hewitt@hq.dhs.gov;Darrell.Smith@hq.dhs.gov;Brandon.wales@hq.dhs.gov;Marcus.Ward@hq.dhs.gov;Sonja.Rodriguez@hq.dhs.gov;Melanie.Bakaysa@associates.hq.dhs.gov;Ralph.H.Gaines@hud.gov;John.Gibbs@hud.gov;Dina.Lehmann-Kim@hud.gov;Lisa.S.Abell@hud.gov;Stanley.Gimont@hud.gov;katharine_macgregor@ios.doi.gov;sfusilie@blm.gov;k15montg@blm.gov;jjirby@usbr.gov;ralcorn@usbr.gov;lee_dickinson@nps.gov;truda_stella@nps.gov;ken_fowler@fws.gov;noah_matson@fws.gov;sharlene.roundface@bia.gov;beth.wenstrom@bia.gov;Thompson, Kevin - ETA;ahlstrand.amanda@dol.gov;Zelden.Mark.A@DOL.gov;julie.johnston@dot.gov;finch.fulton@dot.gov;kipp.kranbuhl@treasury.gov;adonovan@cdfi.treas.gov;jodie.harris@treasury.gov;barry.wides@occ.treas.gov;karen.bellesi@occ.treas.gov;thomas.klobucar@va.gov;Deborah.Scher@va.gov;Mixon.edward@epa.gov;Erica.Rosenberg@fcc.gov;Kirk.burgee@fcc.gov;Michael.Janson@fcc.gov;Michele.Berlove@fcc.gov;Ryan.Palmer@fcc.gov;Deborah.Salons@fcc.gov;jessica.salmoiraghi@gsa.gov;aluanda.drain@gsa.gov;maryann.hillier@gsa.gov;wengland@hrsa.gov;nmanzanero@hrsa.gov;tmorris@hrsa.gov;MQuinn@hrsa.gov;GSigounas@hrsa.gov;hesseb@mail.nih.gov;jneal@imls.gov;nweiss@imls.gov;rdale@imls.gov;egiancha@nsf.gov;tnandago@nsf.gov;kcalvert@nsf.gov;mehought@nsf.gov;Blake-Coleman.Wendy@epa.gov;Page, Ben J. EOP/OMB;Victoria EOP/OMB Premaza;'Nora_Stein@omb.eop.gov';austin_F_Turner@omb.eop.gov;Marcell, Frederick;Amanda Long
Cc: Bakaysa, Melanie [USA];Kirby, Jason;Hagan, Michael B. EOP/OMB;Rinaldo, Diane;Gossel, John;Veigle, Anne;jed.hanson@dot.gov;Robert.Mooney@dot.gov;Drummond, Michael R. EOP/CEQ;Roddy, Carolyn - RD, Washington, DC;Resendez, Gilbert - Intern;Miller, Jason Robert (US - Arlington);jenniebojangles@gmail.com;Duffey, Whitney L. EOP/OMB
Subject: Hold for Broadband Interagency Working Group quarterly meeting
Attachments: BIWG Quarterly meeting_final agenda.pptx

[Final agenda is attached]

Dear Colleagues, as noted in a prior email from the White House, our next quarterly meeting will be on July 26 in EEOB 350. Agency Principals, workstream co-chairs and active workstream members should plan to attend.

Please use this WAVES link to respond: https://events.whitehouse.gov/?rid=9KMQJPVJ3V

Thank you,
Karen (on behalf of Executive Leadership Team)

AMERICAN OVERSIGHT

BIWG Quarterly Meeting | Agenda

Thursday, July 26th – 4 p.m.Location: Executive Eisenhower Office Building | Room 350

	Topic	Objective	Speaker	Length	Time
1.	**Introductions, Opening Remarks & Meeting Objectives**	*Welcome attendees, conduct introductions, and outline expected outcomes of today's meeting*	Brooke Rollins, Office of American Innovation	10 minutes	4:00 – 4:10
2.	**Milestones Report**	*Review content of Milestones Report, discuss expected outcomes*	Kelsey Guyselman, Office of Science and Technology Policy	10 minutes	4:10 – 4:20
3.	**Workstream Reports**	*Update on workstream activities and key milestones*	Workstream co-chairs	15 minutes	4:20 – 4:35
4.	**Next Steps & Questions**	*Discuss next steps, outstanding items, and questions*	EOP ELT team: Kelsey Guyselman, Matt Lira, Gail Slater, Brooke Rollins	10 minutes	4:35 – 4:45

AMERICAN OVERSIGHT

From: Andrea Foggy-Paxton
Sent: 31 Jul 2018 15:33:20 +0000
To: Andrea Foggy-Paxton;Botel, Jason
Subject: Jason Botel: 15 Minute Meeting

Event Details:
Invitee: Jason Botel
Invitee Email: jason.botel@ed.gov

Note: Should you need to cancel or reschedule the event, we recommend you use the cancel and reschedule features from your Calendly Dashboard.

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 26 Jul 2018 15:04:32 +0000
To: Ventimiglia, Eric;Botel, Jason
Subject: Jason Botel interviews Todd Avis
Attachments: Avis, Todd.pdf

AMERICAN OVERSIGHT

Todd F. Avis

(b)(6)

tavis@leelanauedgroup.com

CURRENT EMPLOYER

Leelanau Education Group
CEO/President

EDUCATION

State University College at Buffalo
Master of Science in Educational Foundations, 1988

Hillsdale College
Bachelor of Arts, History Major, English Minor, 1984
State of Michigan Provisional Teaching Certificate

PROFESSIONAL POSITIONS HELD

8/08 to 1/13 **Vice President for Education**
American Education Group, Grand Rapids, MI
Designing curriculum and developing schools for students who learn differently

7/07 to 7/08 **Education Consultant**
Todd Avis, LLC, Grand Rapids, MI
Providing educational and leadership consulting services for charter schools

7/98 to 7/07 **Vice President for Education; Director of School Quality**
National Heritage Academies, Grand Rapids, MI
The nation's third largest education management organization supporting 53 schools with 1,100 classrooms and 22,000 students.

7/97 to 6/98 **Principal of Vista Charter Academy**
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6/92 to 6/93 – Director of Admission; Teacher of Reconstructive Language
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6/90 to 6/93 – Academic Coordinator
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8/84 to 6/93 – Teacher, Director of Student Affairs and Coach
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tavis@leelanauedgroup.com

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From:
Sent:
To:
Cc:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To: Johnston, Michael;Brogan, Frank;Botel, Jason;Hilsey, Shaina;Ran MSU
Cc:
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To: n, Michael;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hilse
Cc:
Subject:

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From:
Sent:
To: (b)(6) n, Michael;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Hil
Subject:

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From: (b)(6)
Sent:
To: ;Johnston, Michael;Ramirez, Lisa;Botel, Jason;Brogan, Frank;Hi
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To: ael;Ramirez, Lisa;Botel,
Jason;Brogan, Frank;H , Hannah;Keefer,
John;Lieth, Anna;Mor idiah
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Aug 2018 15:10:56 +0000
To: Botel, Jason;Perry O. Hooper, Jr.;Ramirez, Lisa;Rinkus, Christopher;mara@golden-ink.org
Subject: Meet:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 2 Aug 2018 15:10:56 +0000
To: Botel, Jason;Perry O. Hooper, Jr.;Ramirez, Lisa;Rinkus, Christopher;mara@golden-ink.org;Brogan, Frank
Bcc: WDCFB6-3W336
Subject: Meet:

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From: Botel, Jason
Sent: 2 Aug 2018 15:10:56 +0000
To: Botel, Jason;Perry O. Hooper, Jr.;Ramirez, Lisa;Rinkus, Christopher;mara@golden-ink.org;Brogan, Frank;Perry O. Hooper, Jr.;Rinkus, Christopher;mara@golden-ink.org
Bcc: WDCFB6-3W336
Subject: Meet:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 16:06:19 +0000
To: Ramirez, Andrea
Subject: Meet: Andrea Ramirez & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 16:06:19 +0000
To: Ramirez, Andrea
Subject: Meet: Andrea Ramirez & Jason Botel

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jul 2018 16:25:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Check In

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6) Thanks.

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6) Thanks.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6) Thanks.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6) Thanks.

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:50 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6) Thanks.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6). Thanks.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:13:25 +0000
To: Botel, Jason;Hinton, Anna
Subject: Meet: Bi-weekly Check in with Anna
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Hinton, Anna
Subject:

My work cell phone is (b)(6). Thanks.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 27 Jul 2018 18:09:08 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Bi-weekly Check in with Venitia
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Richardson, Venitia
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jul 2018 16:25:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Maureen / jason Check In
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Dowling, Maureen
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jul 2018 16:25:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Maureen / jason Check In

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 Jul 2018 16:25:13 +0000
To: Botel, Jason;Dowling, Maureen
Subject: Meet: Bi-weekly Maureen / jason Check In
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:00:51 +0000
To: Botel, Jason;Dowling, Maureen
Subject:

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 26 Jul 2018 13:29:05 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Meet: Discuss Conncecting with Broad and Education Pioneers re PR.
Attachments: Teacher Vetting Rank.xlsx

AMERICAN OVERSIGHT

DRAFT, DELIBERATIVE, INTERNAL PURPOSES ONLY										
Last Name	First Name	Source/ED staff who sent	Org/School	City	State	Email	Available 8/8/18	Vetting (against BDV or school choice)	Follow-up Notes (done by OCO)	More on teacher
Kirschner	Maghan	Nate Bailey		?	NC			Clear		
Rolla	Megan	Jean Morrow (roommate)	Saint Rita's Catholic School	Alexandria	VA	Not found		Clear		
Farrell	Kerri	Jean Morrow (friend)	Catholic School Teacher, Diocese of Arlington, VA	Manassas	VA	kfarrell@standrew-clifton.org	Not avaliable	Clear		
Pelton	Elizabeth	Chas Pelton (sister)	Schoolcraft Elementary School	Schoolcraft	MI	peltoe01@wsdmi.org		Clear		
Pfeiffer	Christine	Mayra (former teacher)	DECA Prep	Dayton	OH	nutleymi@dist102.k12.il.us		Clear		
Creager-Markman	Laura	SAF folks sent to Jason Botel	Teton County School District #1	Jackson	WY	lcreager@tesd.org	Yes	Clear	https://www.jhnewsandguide.com/special/jackson_hole_woman/going-to-the-head-of-the-science-class/article_52029f28-42e4-565d-8058-b30f6910b8ae.html	
Edwards	Jason	From a colleague of Jason Botel	Friendship Chamberlain Elementary and Middle	Washington	DC	jedwards@friendshipschools.org		Clear	From Jason's colleague - One of the best teachers I've ever come across. Has definite opinions on policy to support having strong and developing teachers in inner city schools over the long haul and helping teachers develop their craft. His cell is 215-356-8577.	
Stormont	David	Mayra (former teacher)	Lyons Township High School	La Grange	IL	jduffy@lths.net		Clear		
Cabral	Kriscia	SAF folks sent to Jason Botel	Poway Unified School District	San Diego	CA	(b)(6)	Yes	Clear		
Connors	Maura	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	Mconnors@bcps.k12.md.us		Clear		
Coffey	Bonnie	Michael Chamberlain	Pinecrest Academy (Las Vegas) Charter	Las Vegas	NV	jschaefer@lths.net		Clear		
Jalove	Julie	Mayra (former teacher)	Lincoln Elementary	Lyons	IL	cpfeiffer@daytonearlycollege.org		Clear		
Harris	Serena	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	SHarris@pppcs.org		Clear	https://nfb.org/in	1st grade teacher
Freeman	Alaina	Andrea Ramirez	C.S. 134 George Bristow Elementary	Bronx	NY	(b)(6)		Clear		
McGrath	Sarah	Mayra (former teacher)	Elementary Private school teacher	Dayton	OH			Not Clear		
Sturey	Laura	Mayra (former teacher)	DECA Prep	Dayton	OH	carrillor@district65.net		Clear		
Congelose	Laura	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Lyons	Alex	Mayra (former teacher)	Lyons Township High School	La Grange	IL	lcongelose@lths.net		Clear		
Washington	Nicole	Andrea Ramirez	Passaic Preparatory Academy		NJ	(b)(6)		Clear		
Vetrees	Summer	Andrea Remierz	Cumberland		TN	svertrees@cumberland.edu		Clear	https://www.tennessean.com/story/opinion/2017/07/11/all-education-local-get-involved/102809236/ has wrote an oped. Not negative, but not supportive	
Lordan	Amy	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	aklordan@bcps.k12.md.us		Clear		
Vargas	Michael	SAF folks sent to Jason Botel	Paradise Valley Unified School District	Phoenix	AZ	(b)(6)	Yes	Clear		
Katz	Cheryl	SAF folks sent to Jason Botel	Jackson Hole Community School Grades 9-12	Jackson	WY	Ckatz@jhcschool.org	Yes	Clear		
Lee	Mercedes	SAF folks sent to Jason Botel	Prodeo Academy charter network.	St. Paul	MN	Mercedeslee@prodeoacademy.org	Yes	Clear		
Droze	Sara	SAF folks sent to Jason Botel	St. William Catholic School	Stafford	VA	Sdroze@stwilliam.com	Yes	Clear		
Imboden	Derek	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	dimboden@bloomfield.org		Clear		
Mikolajczak	Andrew	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	amikolajczak@bloomfield.org		Clear		
Odom	Randall	Chas (former teacher)	Bloomield Hills High School	Bloomfield Hills	MI	rodom@bloomfield.org		Clear		
Dorchock	Jeffery	Chas (former teacher)	East Hills Middle School	Bloomfield Hills	MI	jdorchock@bloomfield.org		Clear		
Duffy	Joseph	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Oliver	Emily	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	Eoliver@pppcs.org		Clear		Kindergarten Teacher
Carrillo	Roberto	Mayra (former teacher)	George Washington Middle School	Lyons	IL	(b)(6)		Clear		
Speer	Diana	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	dcivera@bcps.k12.md.us		Clear		
Davies	Gretchen	Andrea Ramirez/McKenzie Snow	EdChoice	Los Angeles	CA			Clear		https://www.edchoice.org/blog/a-teacher-who-approves-of-school-choice/
Colbert	Stephan	Mayra (former teacher)	Wake Early College for Health and Sciences (magnet school)	Raleigh	NC	alyons@lths.net		Clear		
Rogers	Katelyn	Nate Bailey	Teacher and Military spouse	Clarksville	TN			Clear		
Schaefer	Jonathan	Mayra (former teacher)	Lyons Township High School in La Grange, Illinois	La Grange	IL	scolbert@wcpss.net		Clear		
LaHair	Patrice	Jason Botel	Patterson Park Public Charter School	Baltimore	MD	(b)(6)		Clear	(774) 275-0571	
Nutley	Michaeleen	Mayra (former teacher)	Congress Park Elementary	Brookfield	IL	dstormont@lths.net		Clear		

AMERICAN OVERSIGHT

Zelden	Dina	Andrea Ramirez	School in Louisiana	?	La	(b)(6)		Clear		
Kyung	Kim	Jason Botel	Friendship Public Charter School - Armstrong Campus	Washington	DC	kkim@friendshipschools.org		clear	240-755-9361	5th grade math and science teacher
Williams	Russ	Andrea Ramirez/Denisha Merriweather	Center City Public Charter School	Washington	DC	rwilliams@centercitypcs.org		Not a teacher		
Clark	Marco	Andrea Ramirez/Denisha Merriweather	Richard Wright Public Charter School	Washington	DC	marco.clark@richardwrightpcs.org		Not a teacher		
Mann	Bruce	Andrea Ramirez/Denisha Merriweather	Friendship Public Charter School	Washington	DC	bmann@friendshipschool.org		Not a teacher		
Quinn	Amy	Andrea Ramirez/Denisha Merriweather	Yu Ying International Charter School	Washington	DC	aquinn@washingtonyuying.org		Not a teacher		
Max	Derrick	Andrea Ramirez/Denisha Merriweather	Cornerstone Schools	Washington	DC	dmax@cornerstone-schools.org		Not a teacher		
Kalamatas Reyes	Deanna	Mayra (former teacher)	George Washington Middle School	Lyons	IL	lsturey@daytoneariycollege.org		Not Clear		
Bauer Grimes	Lindsey	Mayra (former teacher)	George Washington Middle School	Lyons	IL			Not Clear		
Wright	Zachary	Andrea Ramirez/McKenzie Snow	Relay Graduate School of Education	Philly	PA			Not clear	Against RVD http://educationpost.org/after-watching-betsy-devos-on-60-minutes-i-can-totally-see-why-people-dont-trust-her/	http://educationpost.org/i-found-the-right-school-for-my-son-with-autism-and-its-only-because-im-white-and-have-money/

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 30 Jul 2018 14:05:21 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Meet: Discuss Conncecting with Broad and Education Pioneers re PR.
Attachments: Teacher Vetting Rank.xlsx

AMERICAN OVERSIGHT

DRAFT, DELIBERATIVE, INTERNAL PURPOSES ONLY										
Last Name	First Name	Source/ED staff who sent	Org/School	City	State	Email	Available 8/8/18	Vetting (against BDV or school choice)	Follow-up Notes (done by OCO)	More on teacher
Kirschner	Maghan	Nate Bailey		?	NC			Clear		
Rolla	Megan	Jean Morrow (roommate)	Saint Rita's Catholic School	Alexandria	VA	Not found		Clear		
Farrell	Kerri	Jean Morrow (friend)	Catholic School Teacher, Diocese of Arlington, VA	Manassas	VA	kfarrell@standrew-clifton.org	Not avaliable	Clear		
Pelton	Elizabeth	Chas Pelton (sister)	Schoolcraft Elementary School	Schoolcraft	MI	peltoe01@wsdmi.org		Clear		
Pfeiffer	Christine	Mayra (former teacher)	DECA Prep	Dayton	OH	nutleymi@dist102.k12.il.us		Clear		
Creager-Markman	Laura	SAF folks sent to Jason Botel	Teton County School District #1	Jackson	WY	lcreager@tesd.org	Yes	Clear	https://www.jhnewsandguide.com/special/jackson_hole_woman/going-to-the-head-of-the-science-class/article_52029f28-42e4-565d-8058-b30f6910b8ae.html	
Edwards	Jason	From a colleague of Jason Botel	Friendship Chamberlain Elementary and Middle	Washington	DC	jedwards@friendshipschools.org		Clear	From Jason's colleague - One of the best teachers I've ever come across. Has definite opinions on policy to support having strong and developing teachers in inner city schools over the long haul and helping teachers develop their craft. His cell is 215-356-8577.	
Stormont	David	Mayra (former teacher)	Lyons Township High School	La Grange	IL	jduffy@lths.net		Clear		
Cabral	Kriscia	SAF folks sent to Jason Botel	Poway Unified School District	San Diego	CA	(b)(6)	Yes	Clear		
Connors	Maura	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	Mconnors@bcps.k12.md.us		Clear		
Coffey	Bonnie	Michael Chamberlain	Pinecrest Academy (Las Vegas) Charter	Las Vegas	NV	jschaefer@lths.net		Clear		
Jalove	Julie	Mayra (former teacher)	Lincoln Elementary	Lyons	IL	cpfeiffer@daytonearlycollege.org		Clear		
Harris	Serena	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	SHarris@pppcs.org		Clear	https://nfb.org/in	1st grade teacher
Freeman	Alaina	Andrea Ramirez	C.S. 134 George Bristow Elementary	Bronx	NY	(b)(6)		Clear		
McGrath	Sarah	Mayra (former teacher)	Elementary Private school teacher	Dayton	OH			Not Clear		
Sturey	Laura	Mayra (former teacher)	DECA Prep	Dayton	OH	carrillor@district65.net		Clear		
Congelose	Laura	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Lyons	Alex	Mayra (former teacher)	Lyons Township High School	La Grange	IL	lcongelose@lths.net		Clear		
Washington	Nicole	Andrea Ramirez	Passaic Preparatory Academy		NJ	(b)(6)		Clear		
Vetrees	Summer	Andrea Remierz	Cumberland		TN	svertrees@cumberland.edu		Clear	https://www.tennessean.com/story/opinion/2017/07/11/all-education-local-get-involved/102809236/ has wrote an oped. Not negative, but not supportive	
Lordan	Amy	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	aklordan@bcps.k12.md.us		Clear		
Vargas	Michael	SAF folks sent to Jason Botel	Paradise Valley Unified School District	Phoenix	AZ	(b)(6)	Yes	Clear		
Katz	Cheryl	SAF folks sent to Jason Botel	Jackson Hole Community School Grades 9-12	Jackson	WY	Ckatz@jhcschool.org	Yes	Clear		
Lee	Mercedes	SAF folks sent to Jason Botel	Prodeo Academy charter network.	St. Paul	MN	Mercedeslee@prodeoacademy.org	Yes	Clear		
Droze	Sara	SAF folks sent to Jason Botel	St. William Catholic School	Stafford	VA	Sdroze@stwilliam.com	Yes	Clear		
Imboden	Derek	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	dimboden@bloomfield.org		Clear		
Mikolajczak	Andrew	Chas (former teacher)	Bloomfield Hills High School	Bloomfield Hills	MI	amikolajczak@bloomfield.org		Clear		
Odom	Randall	Chas (former teacher)	Bloomield Hills High School	Bloomfield Hills	MI	rodom@bloomfield.org		Clear		
Dorchock	Jeffery	Chas (former teacher)	East Hills Middle School	Bloomfield Hills	MI	jdorchock@bloomfield.org		Clear		
Duffy	Joseph	Mayra (former teacher)	Lyons Township High School	La Grange	IL			Clear		
Oliver	Emily	From a colleague of Jason Botel	Patterson Park Public Charter School	Baltimore	MD	Eoliver@pppcs.org		Clear		Kindergarten Teacher
Carrillo	Roberto	Mayra (former teacher)	George Washington Middle School	Lyons	IL	(b)(6)		Clear		
Speer	Diana	From a colleague of Jason Botel	Monarch Academy	Baltimore	MD	dcivera@bcps.k12.md.us		Clear		
Davies	Gretchen	Andrea Ramirez/McKenzie Snow	EdChoice	Los Angeles	CA			Clear		https://www.edchoice.org/blog/a-teacher-who-approves-of-school-choice/
Colbert	Stephan	Mayra (former teacher)	Wake Early College for Health and Sciences (magnet school)	Raleigh	NC	alyons@lths.net		Clear		
Rogers	Katelyn	Nate Bailey	Teacher and Military spouse	Clarksville	TN			Clear		
Schaefer	Jonathan	Mayra (former teacher)	Lyons Township High School in La Grange, Illinois	La Grange	IL	scolbert@wcpss.net		Clear		
LaHair	Patrice	Jason Botel	Patterson Park Public Charter School	Baltimore	MD	(b)(6)		Clear	(774) 275-0571	
Nutley	Michaeleen	Mayra (former teacher)	Congress Park Elementary	Brookfield	IL	dstormont@lths.net		Clear		

AMERICAN OVERSIGHT

Zelden	Dina	Andrea Ramirez	School in Louisiana	?	La	(b)(6)		Clear		
Kyung	Kim	Jason Botel	Friendship Public Charter School - Armstrong Campus	Washington	DC	kkim@friendshipschools.org		clear	240-755-9361	5th grade math and science teacher
Williams	Russ	Andrea Ramirez/Denisha Merriweather	Center City Public Charter School	Washington	DC	rwilliams@centercitypcs.org		Not a teacher		
Clark	Marco	Andrea Ramirez/Denisha Merriweather	Richard Wright Public Charter School	Washington	DC	marco.clark@richardwrightpcs.org		Not a teacher		
Mann	Bruce	Andrea Ramirez/Denisha Merriweather	Friendship Public Charter School	Washington	DC	bmann@friendshipschool.org		Not a teacher		
Quinn	Amy	Andrea Ramirez/Denisha Merriweather	Yu Ying International Charter School	Washington	DC	aquinn@washingtonyuying.org		Not a teacher		
Max	Derrick	Andrea Ramirez/Denisha Merriweather	Cornerstone Schools	Washington	DC	dmax@cornerstone-schools.org		Not a teacher		
Kalamatas Reyes	Deanna	Mayra (former teacher)	George Washington Middle School	Lyons	IL	lsturey@daytonearlycollege.org		Not Clear		
Bauer Grimes	Lindsey	Mayra (former teacher)	George Washington Middle School	Lyons	IL			Not Clear		
Wright	Zachary	Andrea Ramirez/McKenzie Snow	Relay Graduate School of Education	Philly	PA			Not clear	Against RVD http://educationpost.org/after-watching-betsy-devos-on-60-minutes-i-can-finally-see-why-people-dont-trust-her/	http://educationpost.org/i-found-the-right-school-for-my-son-with-autism-and-its-only-because-im-white-and-have-money/

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Aug 2018 15:18:07 +0000
To: Botel, Jason;Lee, Ebony;Blew, Jim;Brogan, Frank;JSpiro@wallacefoundation.org;JSpiro@wallacefoundation.org
Subject: Meet: Wallace Foundation Team

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 1 Aug 2018 15:18:07 +0000
To: Botel, Jason;Lee, Ebony;Blew, Jim;Brogan, Frank;JSpiro@wallacefoundation.org;JSpiro@wallacefoundation.org
Subject: Meet: Wallace Foundation Team

AMERICAN OVERSIGHT

From: Coley, Jerine
Sent: 6 Aug 2018 16:04:10 +0000
To: Coley, Jerine;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Ahmady, Lori;Hilsey, Shaina;Watson, Debbie;Johnston, Michael;Washington, Mark
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 6 Aug 2018 15:43:56 +0000
To: Mark Washington2;Coley, Jerine;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Ahmady, Lori;Watson, Debbie;Hilsey, Shaina;Johnston, Michael
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 6 Aug 2018 15:31:31 +0000
To: Mark Washington2;Coley, Jerine;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Ahmady, Lori;Hilsey, Shaina;Watson, Debbie;Johnston, Michael
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 15:13:38 +0000
To: Washington, Mark;Coley, Jerine;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hilsey, Shaina;Watson, Debbie;Ahmady, Lori;Johnston, Michael
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 15:09:11 +0000
To: Washington, Mark;Coley, Jerine;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Hilsey, Shaina;Watson, Debbie;Ahmady, Lori;Johnston, Michael
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 15:04:08 +0000
To: Washington, Mark;Coley, Jerine;Botel, Jason;Ramirez, Lisa;Brogan, Frank;Hilsey, Shaina;Watson, Debbie;Ahmady, Lori;Johnston, Michael
Subject: OESE All Staff Meeting

AMERICAN OVERSIGHT

From: Mark Washington2
Sent: 6 Aug 2018 16:26:47 +0000
To: Mark Washington2;OESE All Users
Subject: OESE All Staff Meeting

Dear Colleagues,

The next OESE All Staff meeting is scheduled for **Wednesday, August 15** from **1:30 – 2:30 pm** in the **LBJ Barnard Auditorium**. Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

- **Mediasite** (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)
- **EDstream** – (https://edstream.ed.gov/webcast/Play/5dbf6b64e3be4179bc0730618b9735e11d)

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at lori.ahmady@ed.gov at least 6 business days prior to the meeting.

Future Meeting Dates. For planning purposes, **tentative dates for *future* OESE All Staff events are on the calendar on the OESE SharePoint portal** at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=month.

AMERICAN OVERSIGHT

Mw

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 15:08:09 +0000
To: Washington, Mark;Coley, Jerine;Botel, Jason;Ramirez, Lisa;Brogan, Frank;Ahmady, Lori;Hilsey, Shaina;Watson, Debbie;Johnston, Michael
Subject: OESE All Staff Meetings (Special)

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 6 Aug 2018 15:02:29 +0000
To: Washington, Mark;Coley, Jerine;Botel, Jason;Ramirez, Lisa;Brogan, Frank;Ahmady, Lori;Hilsey, Shaina;Watson, Debbie;Johnston, Michael
Subject: OESE All Staff Meetings

AMERICAN OVERSIGHT

From: Riggs, Charlotte R. EOP/WHO
Sent: 31 Jul 2018 14:00:19 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;Fetalvo, Ninio J. EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';Connor, Cameron M. EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP
Subject: Opioid Call

All,

We will replace today's meeting with a phone call at 5:00 PM. Please see below for the dial information.

I will be collecting agenda items until 3:00 PM.

(b)(6)

Thank you,
Charlotte

AMERICAN OVERSIGHT

From: Riggs, Charlotte R. EOP/WHO
Sent: 30 Jul 2018 21:50:29 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) (b) EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO(b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';Giuliani, Andrew H. EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';'Clark, Timothy (HHS/IOS';Oberg, Elizabeth A. EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) (b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Stecker, Judy (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;(b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;Hilsey, Shaina;Uli, Gabriella M. EOP/ONDCP
Subject: Opioid Meeting

All,

Please see below for the waves link for tomorrow's 11:30 AM meeting.

https://events.whitehouse.gov/?rid=YDYP3FK2BY

Thank you,
Charlotte

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Aug 2018 13:33:12 +0000
To: Botel, Jason;Norris, Elizabeth;Chamberlain, Michael;Ramirez, Lisa;Rodriguez, Celeste;Harris, Sally;Robertson, Elyse;Merriweather, Denisha;Ryan, Sam;Ramirez, Andrea
Cc: O'Connor, Patrick;poconnor@cranbrook.edu
Subject: Opioid Workgroup

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 3 Aug 2018 13:33:12 +0000
To: Botel, Jason;Norris, Elizabeth;Chamberlain, Michael;Ramirez, Lisa;Rodriguez, Celeste;Harris, Sally;Robertson, Elyse;Merriweather, Denisha;Ryan, Sam;Ramirez, Andrea
Cc: O'Connor, Patrick
Subject: Opioid Workgroup

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 25 Jul 2018 22:16:40 +0000
To: DeVos, Betsy;EDCalendar;Brogan, Frank;Botel, Jason
Subject: Phone Call with Governor Gina Raimondo, Rhode Island

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 26 Jul 2018 19:37:30 +0000
To: DeVos, Betsy;EDCalendar;Brogan, Frank;Botel, Jason
Subject: Phone Call with Governor Gina Raimondo, Rhode Island

(b)(6)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 13:08:15 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher;Rooney, Patrick;Miceli, Roberta;Rigling, Kay;Becker, Judith;Oppenheim, Peter;Simons, Jane;Ramirez, Lisa
Subject: Premeet FL

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Rodriguez, Celeste
Sent: 26 Jul 2018 14:20:35 +0000
To: Rodriguez, Celeste;Metz, Edward;Newman, Jessica;Robinson, Vicki;Viana, Jose;Ramakis, Jessica;Ventimiglia, Eric;Miller, Rebecca;Allen, Sarah;Caudillo, Emmanuel;Conaty, Joe;Palacios, Albert;OESE All Users;Tesoriero, Vanessa;OCO All Users;Viana, Aimee;Broadwater, Sara;Rush, Angel;Wilson, Richard;McLaughlin, Maureen;Schneider, Diana;Ramirez, Andrea;Rosenfelt, Phil;Utz, Robin;Morrow, Jean;Trettin, Sara;Davis, Martha
Cc: Hedlund, Daryn;Johnson, Patricia;Bates, Monica;Rooney, Patrick;Rashid, Tahira;Avery, Tawanda;Padgett, Jennifer;Birge, Eve;Booth, Lindsay;Sullivan, Madeline;Ramsey, Tara;Callins, Corrinne;Ognibene, Amanda;Fenton, Christopher;Smith, Jamila;Brice, Porscheoy;Cohen-Boyer, Gillian;Keohane, Bryan;Hill, Elizabeth;Stratman, Karen;McKinney, Jessica;Pitta, Jacquelyn;Harwarth, Irene;Betancourt, Alberto;Malico, Melinda;Kuzner, Caryn;Smith, Danielle;Sadeghi, Lisa;Negron-Perez, Hamed;Honeysett, Adam;Brogan, Frank;Brianas, Jennifer;Weber, Keely;Hall, Linda;Grant, Theresa;Plourde, Kevin;Carr, Patrick;Ramirez, Lisa;Miceli, Roberta;Robertson, Elyse;Coley, Jerine;Hahn, Nicholas;Ofodile-Carruthers, Nkemjika;Lieth, Anna;Berrios, Oscar;Lee, Wanda;Putney, LaTisha;Coleman, Malissa;Easterling, Sharon;Zimmermann, Jacquelyn;Akinsipe, Jasmine;Johnson, Jonava;Doyle, William;Long, Bonny;Edwards, Jacqueline;Nunez, Mario;Horner-Smith, Mildred;Miller, Daniel J;Pledger, Gloria;Reynolds, Cody;Bailey, Nathan;Merriweather, Denisha;Thurmond, Bryan;Briggs, Ashley;Quesinberry, Elaine;Cuffey, Linda;Smith, Kimberly;Harris, Sally;Ferguson, Gillum;Kostic, Kandice;Clithero, Leslie;Ahmady, Lori;Schmidt, Ashlee;Smith, Charm;Stephenson, Todd;Ryan, Sam;Cohen, Tali (US - Arlington);Botel, Jason;Chamberlain, Michael;Joseph, Denise
Subject: School Ambassador Fellowship Anniversary

AMERICAN OVERSIGHT

From: Rodriguez, Celeste
Sent: 26 Jul 2018 14:20:35 +0000
To: Rodriguez, Celeste;Metz, Edward;Newman, Jessica;Robinson, Vicki;Viana, Jose;Ramakis, Jessica;Ventimiglia, Eric;Miller, Rebecca;Allen, Sarah;Caudillo, Emmanuel;Conaty, Joe;Palacios, Albert;OESE All Users;Tesoriero, Vanessa;OCO All Users;Viana, Aimee;Broadwater, Sara;Rush, Angel;Wilson, Richard;McLaughlin, Maureen;Schneider, Diana;Ramirez, Andrea;Rosenfelt, Phil;Utz, Robin;Morrow, Jean;Trettin, Sara;Davis, Martha
Cc: Hedlund, Daryn;Johnson, Patricia;Bates, Monica;Rooney, Patrick;Rashid, Tahira;Avery, Tawanda;Padgett, Jennifer;Birge, Eve;Booth, Lindsay;Sullivan, Madeline;Ramsey, Tara;Callins, Corrinne;Ognibene, Amanda;Fenton, Christopher;Smith, Jamila;Brice, Porscheoy;Cohen-Boyer, Gillian;Keohane, Bryan;Hill, Elizabeth;Stratman, Karen;McKinney, Jessica;Pitta, Jacquelyn;Harwarth, Irene;Betancourt, Alberto;Malico, Melinda;Kuzner, Caryn;Smith, Danielle;Sadeghi, Lisa;Negron-Perez, Hamed;Honeysett, Adam;Brogan, Frank;Brianas, Jennifer;Weber, Keely;Hall, Linda;Grant, Theresa;Plourde, Kevin;Carr, Patrick;Ramirez, Lisa;Miceli, Roberta;Robertson, Elyse;Coley, Jerine;Hahn, Nicholas;Ofodile-Carruthers, Nkemjika;Lieth, Anna;Berrios, Oscar;Lee, Wanda;Putney, LaTisha;Coleman, Malissa;Easterling, Sharon;Zimmermann, Jacquelyn;Akinsipe, Jasmine;Johnson, Jonava;Doyle, William;Long, Bonny;Edwards, Jacqueline;Nunez, Mario;Horner-Smith, Mildred;Miller, Daniel J;Pledger, Gloria;Reynolds, Cody;Bailey, Nathan;Merriweather, Denisha;Thurmond, Bryan;Briggs, Ashley;Quesinberry, Elaine;Cuffey, Linda;Smith, Kimberly;Harris, Sally;Ferguson, Gillum;Kostic, Kandice;Clithero, Leslie;Ahmady, Lori;Schmidt, Ashlee;Smith, Charm;Stephenson, Todd;Ryan, Sam;Cohen, Tali (US - Arlington);Botel, Jason;Chamberlain, Michael;Joseph, Denise
Subject: School Ambassador Fellowship Anniversary

Dear Wonderful ED Colleagues,

On Thursday, July 26, alumni from the Teacher and Principal Ambassador Fellowship and the current cohort of the School Ambassador Fellowship will convene at ED to celebrate 10 amazing years of this program. You are invited to participate in the day through discussions with the Alumni and current Fellows. The first half of the hour will kick-off with alumni sharing their big projects at ED and in return, we would love for you to be part of that discussion and to share how you have worked with Fellows and Alumni in the last ten years. The second half of the hour will be dedicated to learning about what these innovative and diverse educators have accomplished since their Fellowship. The attendees represent at least ten different states and roles in schools, districts, and non-profit organizations.

You do not need to commit to the whole hour, but I know Fellows and Alumni would be excited to see many ED staff members during that time to recognize their impact and to reconnect. If you have not worked with the Fellowship in the past, please come down to learn more about the different work of Fellows across the years and to learn how they may assist you in the future.

Thank you and as always, if I can facilitate the Fellows' expertise and involvement into your work, please let me know. We will be welcoming a new cohort very soon, so stay tuned for further information!

Best,
Celeste

AMERICAN OVERSIGHT

Teacher Liaison
School Ambassador Fellowship
Sign up for ED's ***The Teachers Edition*** newsletter

P.S. If are other colleagues you think may be interested in sharing their experiences with Fellows or learning more, please feel free to forward this invite!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 21:11:01 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Shaina - jason meet to discuss bts arrangements

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 21:11:01 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Shaina - jason meet to discuss scheduling of OII meetings

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 21:11:01 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Shaina - jason meet to discuss scheduling of OII meetings

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 21:11:01 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Shaina - jason meet to discuss scheduling of OII meetings

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 31 Jul 2018 21:11:01 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Shaina - jason meet to discuss scheduling of OII meetings

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:00:26 +0000
Subject: Shuttle - ED1

Shuttle ED 1- Leaves PCP at 12:50 arrives at LBJ at 1:05

Or

Ed2 – Leaves PCP at 1:35 arrives at 1:50

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:00:26 +0000
Subject: Shuttle - ED1

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:04:20 +0000
Subject: Shuttle/ uber

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 21:04:20 +0000
Subject: Shuttle/ uber

Ed1: Leave PCP at 2:15 arrive LBJ 2:30
ED2: Leave PCP at 3:00 arrive LBJ 3:15

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 20:58:12 +0000
Subject: Shuttle 2

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 26 Jul 2018 20:58:12 +0000
Subject: Shuttle 2

Leave LBJ 12pm arrive PCP at 12:10

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject: (b)(6)

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 3 Aug 2018 16:03:49 +0000
To: Brogan, Frank;Rinkus, Christopher;Rooney, Patrick;Miceli, Roberta;Rigling, Kay;Becker, Judith;Oppenheim, Peter;Simons, Jane;Ramirez, Lisa;Botel, Jason
Subject: Update FL Call

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 19 Jul 2018 15:32:34 +0000
To: Botel, Jason
Subject: Sharepoint

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 26 Jul 2018 19:35:33 +0000
To: Zais, Mitchell;Talbert, Kent (Kent.Talbert@ed.gov);Dowling, Maureen;Thompson, Brian;Lee, Ebony (Ebony.Lee@ed.gov);Botel, Jason (Jason.Botel@ed.gov);Jones, Diane (Diane.Jones@ed.gov);Briggs, Ashley;Miller, Meredith
Subject: Area of Focus 8 Meeting
Attachments: Memo.PolicyRecommendations.07252018.docx

(b)(6)

AMERICAN OVERSIGHT

MEMORANDUM

DATE: July 25, 2018

TO: Mitchell Zais, Kent Talbert, Ebony Lee, Jason Botel, Diane Jones, Ashley Briggs, and Meredith Miller

FROM: Military Affairs Team (Maureen Dowling and Brian Thompson)

SUBJECT: Proposed Policy Recommendations for National Commission on School Safety Area of Focus #8

Issue: How to support the transition of military veterans and retired law enforcement into new careers in education?

Background:

Military veterans and retired law enforcement officers have the leadership skills, experience in high-stress environments, and essential training on how to handle difficult situations that will help ensure the safety and security of our nation's schools. Their transition into new careers in education requires a shared commitment among the federal government, state and local governments, non-profit organizations, and the private sector. Unfortunately, there is overlap, duplication, and a general lack of coordination and control over the array of programs and resources at the federal, state, and local levels to support the transition of military veterans and retired law enforcement into careers in education.

Policy Recommendations:

1. Congress should unify the funding and operational control of placing more veterans and retired law enforcement into new careers in education under the umbrella of a public-private partnership led by one federal agency. The Corporation for National & Community Service (CNCS) has experience partnering with the public and private sector to leverage the resources necessary to successfully place military veterans and retired law enforcement officers into our nation's schools.
2. Congress should transfer the Department of Defense Troops to Teachers (TTT) program to CNCS. Considering CNCS has recruited more than 27,000 veterans to serve as AmeriCorps and Senior Corps members across 200 American communities, CNCS is in a better position to place veterans into our nation's schools.
3. Congress should fundamentally change the intent and scope of TTT, broadening its reach to include a wide range of education professions such as principals, administrators, counselors, and school resource officers, in addition to teachers. A Troops and Cops to Education model designed as a public-private partnership could ensure the reach and sustainability of the program.
4. Congress should make changes to TTT and the U.S. Department of Education TEACH Grant program that provide exceptions for veterans and retired law enforcement to be eligible for

AMERICAN OVERSIGHT

financial assistance when teaching at any U.S. school. Mass shootings can strike any school, whether high-poverty or not.

5. The Department of Defense (DoD) should promote careers in education for future veterans throughout the military life cycle, create a "future in education" curriculum within the Transition Assistance Program, and authorize DoD SkillBridge to partner with State educational agencies and local educational agencies to provide transitioning service members the opportunity to participate in civilian job and employment training in our nation's schools.
6. State and local governments should consider offering incentives and additional resources to recruit highly-skilled military veterans and retired law enforcement officers into careers in education. Sample incentives could include:
    - Fast-track application review,
    - Adding preference points to a job candidate's score,
    - Employing a dedicated hiring official that recruits and hires military veterans and retired law enforcement officers, and
    - Participation in the U.S. Department of Veteran Affairs GI Bill On-The-Job training and apprenticeship program as a way to attract veteran candidates to school employment positions.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 16:11:22 +0000
To: Botel, Jason;Robertson, Elyse
Subject: Bi-Weekly Opioid Work Meeting
Attachments: Untitled

AMERICAN OVERSIGHT

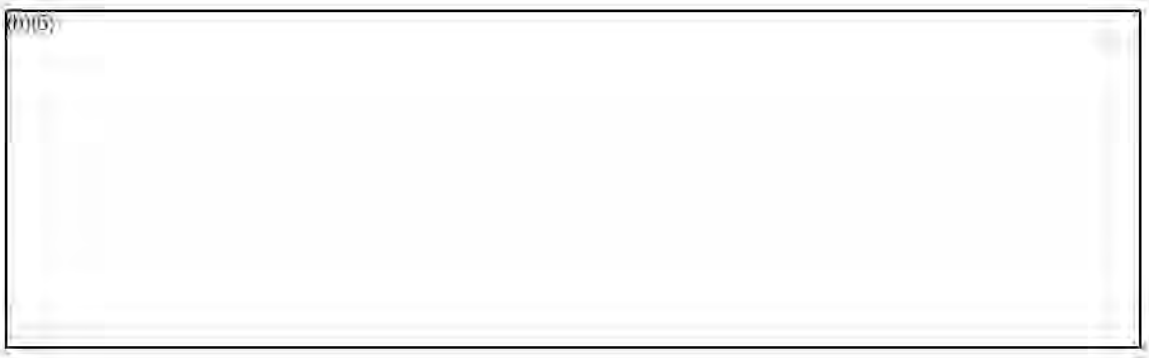
Sent: 4 Dec 2018 22:05:11 +0000
To: Robertson, Elyse;Botel, Jason
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 16:11:22 +0000
To: Botel, Jason;Robertson, Elyse
Subject: Bi-Weekly Opioid Work Meeting
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT



AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:11 +0000
To: Botel, Jason;Robertson, Elyse
Subject:

I need to change the time for this week's check-in. thanks

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 16:11:22 +0000
To: Botel, Jason;Robertson, Elyse
Subject: Bi-Weekly Opioid Work Meeting
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent:
To: (b)(6)
Subject:

(b)(6)

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:11 +0000
To: Botel, Jason;Robertson, Elyse
Subject:

I need to change the time for this week's check-in. thanks

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Jul 2018 16:16:54 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Brief: Discuss Follow-up Conference Call re: GDOE

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Jul 2018 14:13:39 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Brief: Discuss Follow-up COnference Call re: GDOE

Conference Call took place at 9:00 on 7/23. Margo and Lisa were present.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 23 Jul 2018 16:16:54 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Brief: Discuss Follow-up Conference Call re: GDOE

AMERICAN OVERSIGHT

From: Riggs, Charlotte R. EOP/WHO
Sent: 24 Jul 2018 12:54:53 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';(b)(6) EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';'Sarah.Isgur.Flores@usdoj.gov';Eliot, Deirdre Z. EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;(b)(6) (b)(6) EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;(b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;(b)(6) EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps.gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;(b)(6) (b)(6) EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Hilsey, Shaina
Subject: Cabinet Opioid Meeting

Good Morning all,

Waves link below:
https://events.whitehouse.gov/?rid=G6DKHR26DV

Thank you,
Charlotte

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From:
Sent:
To:
Subject:
Importance:

(b)(6)

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 20 Jul 2018 16:03:12 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Canceled: Meet: Check-in with Jason
Importance: High

AMERICAN OVERSIGHT

From: Miller, Meredith
Sent: 18 Jul 2018 16:31:35 +0000
To: Miller, Meredith;Hess, Jane;Peternith, Rachel;Koeppel, Dennis;Siegel, Brian;Rosenfelt, Phil;Conaty, Joe;Robinson, Mark;Byrd-Johnson, Linda;Kissel, Adam;Kesner, Paul;Ramirez, Lisa;Cordes, Bill;Cohen, Larry;Guenther, Margaret;Bolton-Smith, April;Merrill, David;Dempster, Carolyn;Ceja, Beatriz;Davis, James;Wong, Joanne;Botel, Jason
Subject: Canceled: Meeting with GAO on Hurricane matters
Importance: High

Cancelling this- and then creating at new meeting invite (at the same time) in order to add a Skype conf. call line.

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From: Lee, Ebony
Sent: 18 Jul 2018 21:45:28 +0000
To: Lee, Ebony;Blew, James;Botel, Jason
Subject: Check In

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 18 Jul 2018 12:56:48 +0000
To: Lee, Ebony;Norris, Elizabeth;Botel, Jason;Hilsey, Shaina
Subject: Check In

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 18 Jul 2018 21:45:28 +0000
To: Lee, Ebony;Botel, Jason;Blew, James
Subject: Check In

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 20 Jul 2018 13:20:13 +0000
To: Ramirez, Lisa;Cantrell, David;Blew, James;Anderson, Margo (Margo.Anderson@ed.gov);Botel, Jason
Subject: Comp Centers

→

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN? |Help

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From: Botel, Jason
Sent: 18 Jul 2018 14:39:38 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Discuss Sharepoint

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From: EHR FC-STEM/CAP Goal
Sent: 20 Jul 2018 21:07:47 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Morrow, Jean;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Carter, V. Celeste;James Glownia;Diane DeTroye;Palacios, Albert;Cuny, Janice E.;Williams, Sharon R;McKittrick, Alexis MW
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Hilsey, Shaina
Subject: FC-STEM Meeting
Attachments: STEM Strategic Plan Outline as of 07.11.18.docx, Contrasts-Table_2013-to-2018-STEM_Plans.docx, 05.08.18 FC-STEM Meeting Minutes Final.pdf, 07.24.18 FC-STEM Meeting Agenda Final.pdf

Updated July 20: Agenda is now attached. Have a great weekend!

Updated July 17: Attached are materials you will find helpful as you prepare for this meeting:

- Federal STEM Education 5-Year Strategic Plan outline as of July 11
- Draft document comparing the 2013 strategic plan with the vision for the 2018 strategic plan
- FC-STEM meeting minutes from May 8

Please be sure to review the outline and comparison documents, in particular. The meeting agenda will be distributed soon. Please also note that the meeting connection has changed and the updated connection information can be found at the end of this invite.

Best,
Susan

Original invite:
Hello, FC-STEM Members and IWG Co-Leads,

Jeff Weld has requested a teleconference meeting of FC-STEM to review a preliminary outline of the next Federal STEM Education 5-Year Strategic Plan. The conversation will inform a future meeting of CoSTEM, which will also convene around an outline of the next strategic plan. Please join us through Webex at the link or phone number below.

Note that FC-STEM will also meet on August 23. You should have received an invitation to this meeting already – please let me know if you did not.

If you have any questions, please feel free to reach out. Thank you very much for your time and assistance on short notice!

Best,

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Susan Poland
Science Assistant
FC-STEM Executive Secretary
Office of the Assistant Director, Office C 11017C
Directorate for Education and Human Resources
National Science Foundation
Direct Line: (703) 292-7253

BlueJeans Connection Information:

To join the meeting via web:
https://bluejeans.com/748349886

To join via phone :
1) Dial:

(b)(6)

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Outline: Federal STEM Education 5-Year Strategic Plan, 2018 -2023

Section 1: Preface / Introduction

a) *Purpose* – Description of the dual purposes of this document and how the document will be used.
   i) Legal requirements – ACA and AICA language
   ii) Vision - serves as a North Star for all stakeholders (who are defined in sec. d)
      - Federal Agencies
      - States
      - Others

b) *Background and history* – References to the 2013-2018 5-Year Strategic Plan and the related progress reports.
   i) Definitions - include "STEM community", "STEM program", and "STEM literacy"
   ii) Role of Federal government and key Federal STEM resources
   iii) Job opportunities in Federal STEM
   iv) Making the case for STEM education
   v) Science and engineering statistics from NSF Indicators
   vi) Other statistics

c) *Evolution of the plan* – Describe the inputs to the plan and how they were developed.
   i) OSTP's process to develop the objectives
   ii) State feedback process
   iii) Interagency process to develop goals and write plan

d) *Defining Stakeholders* – Describe the stakeholders and their roles in this plan. (Both federal and non-federal roles.)

e) *Organization of Plan*
   i) *Goals:*
      (1) Build Strong Foundations in STEM and a STEM-Literate Citizenry
      (2) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
      (3) Promote Diversity and Inclusion in STEM
      (4) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)

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ii) *Themes (or Tactics)*
   (1) **Community Partnerships** (#1,2,7,10)
   (2) **Convergence** (#3,5,7,8,9)
   (3) **Information Technology** (#4,5,6,7)
   (4) **Transparency and Accountability** (#11,12,13,14)

iii) Strategic Mechanisms - 14 (*without numbers, ordering will differ for narrative sake within each focus area)*
   (1) #1 - Expand partnerships of educational entities and employers:
      (a) Work-based learning including pre-apprenticeships, apprenticeships, internships, job shadows, job boards, cooperative education, and mentorships in STEM K-20;
   (2) #2 - Foster STEM networks (ecosystems) that unite all stakeholders across communities and regions (employers, preK-12, higher ed., nonprofits, nonformal ed., local governments, etc.) to drive talent toward STEM careers, which will in turn support economic development, especially in the realm of Skilled Technical Workforce.
   (3) #3 - Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, Making, problem-finding.
   (4) #4 - Expand research and programming into Digital Platforms for teaching/learning given the enormous potential to connect learners across the globe, to bring diverse expertise into classrooms, and to equalize educational opportunity in high-need schools and communities (both urban and rural).
   (5) #5 - Weave computational thinking principles* universally across grade levels and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines). [*Organize data for effective communication; Generate algorithms for procedures that reliably analyze processes; Create computational models using data and algorithms to simulate complex systems; Compare computational models to derive new insights.]
   (6) #6 - Promote digital literacy/fluency and cyber-safety practices including information gathering and communication, analysis of information, judicious communication, and critical analysis.
   (7) #7 - Increase diversity and inclusion of all Americans in STEM programs, including women, minorities, persons with disabilities, and people in rural areas.
      (a) Focus on retention at critical transitions;
      (b) Address the Belief Gap;
   (8) #8 - Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications, spanning the disciplines, solving contemporary open questions.
      (a) Data science and data literacy as universal applications
      (b) Modeling – formulating questions, data production, analysis, empiricism
      (c) Career information embedded into Mathematics learning (indeed, all subjects)

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(9) #9 - Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. Focus on competency, demonstration and application as assessment, vs. rote recall.

(10) #10 - Blend successful practices across traditional college-preparatory and career/technical education, and across formal (school based) and informal (out-of-school) STEM education in terms of impact assessment, practitioner credentialing, professional development, and public-private partnerships. Align education of all forms to what employers will need in future employees.

(11) #11 - Federal agencies that fund STEM and CS education programs should encourage leveraging/scaling/implementing of models (professional development, curriculum, etc.) that have been developed through Federal grants when appropriate.

(12) #12 -Identify common metrics across agencies to be used in assessing progress toward achieving objectives and then take appropriate steps to enhance effectiveness of the portfolio.

(13) #13 -Improve public awareness of information on programs' performance assessments by documenting program-level information on performance assessments in the federal STEM education inventory.

(14) #14 - Report required information on the participation rates of women, underrepresented minorities, and persons from rural areas in federal STEM education programs.

Section 2 – STEM Plan Organization – Goals → Themes (or tactics) → Strategic Mechanisms

- **2018-2023 STEM Goals**
  - iv) Build Strong Foundations in STEM and a STEM-Literate Citizenry
    [Narrative of ~300 words why this overarching goal is important.]
  - v) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
    [Narrative of ~300 words why this overarching goal is important.]
  - vi) Promote Diversity and Inclusion in STEM
    [Narrative of ~300 words why this overarching goal is important.]
  - vii) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)
    [Narrative of ~300 words why this overarching goal is important.]

- **Four categorical Themes** (or tactics) to support Goals, each supported by Strategic Mechanisms
  - (1) **Community Partnerships** (objectives 1, 2, 7, 10) - more effectively leverage the resources and opportunities provided by the broader community by fostering more

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inclusive communities and building partnerships and collaboration that cross sectors and stakeholders in order to serve STEM goals.
(a) Summary of objectives included
(b) Justification for grouping

(2) **Convergence** (objectives 3, 5, 8, 9) – moving forward by approaching STEM education in the context of community-based broad questions that integrate the disciplines in way that supports solving real world challenges.
(a) Summary of objectives included
(b) Justification for grouping

(3) **Information Technology** (objectives 4, 5, 6, 7) - leveraging the use and study of information technology to further STEM goals, particularly through the development of computational thinking skills and digital literacy, and through the use of digital platforms to further education programming.
(a) Summary of objectives included
(b) Justification for grouping

(4) **Transparency and Accountability** (objectives 11, 12, 13, 14) – clearly measure the effectiveness of STEM efforts and goals and make these measurements available, and scaling these effective measures to enable broader implementation.
(a) Summary of objectives included
(b) Justification for grouping

EXAMPLE THEME SEGMENT

THEME 2: Convergence

[Narrative of ~300 words on the importance of convergence, convergence acceleration, multidisciplinarity, transdisciplinarity, global challenges, big questions, un-siloed study, etc.]

1) Strategic Mechanism 1: Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, science and engineering competitions, Making, *problem-finding*.
   i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
   ii) The "How" –
   - How it supports the four goals; and
   - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

   iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE
SECTION

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2) Strategic Mechanism 2: Weave computational thinking principles universally across K-12, undergraduate and graduate education, and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines).
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal* program officer.
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

3) Strategic Mechanism 3: Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications of compelling interest to students, spanning the disciplines, solving contemporary open questions. [Data science and data literacy as universal applications; Modeling – formulating questions, data production, analysis, empiricism; Career information embedded into Mathematics learning.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE

4) Strategic Mechanism 4: Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. [Focus on competency, demonstration and application as assessment, vs. rote recall.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –

SECTION

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- How it supports the four goals; and
- How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

iii) Common measurable metrics. *Eval. Team's expertise*

Section 3 - Conclusion

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Federal STEM Education 5-Year Strategic Plan	
What changes are anticipated from the 2013-18 (original) Plan to the emerging 2018-2023 Plan?	
2013 Plan	2018 Plan*
Purpose: "Improve the efficiency, coordination, and impact of federally supported STEM education investments."	Purpose: Improve the efficiency, coordination, and impact of federally supported STEM education investments, AND provide **guidance to the Nation on consensus STEM education priorities**.
3-point "Strategic vision" for the future: • Well-qualified and increasingly diverse workforce; • Student access to excellent P-12, informal and post-secondary learning; • Federal STEM programs based on evidence, and coordinated. ...supported by 6 Priority Investment Areas: ○ Increasing # of STEM teachers; ○ Increase engagement of informal learners; ○ Enhance undergraduate STEM experience; ○ Better serve the Underrepresented; ○ Graduate education reform toward broad range of careers. ○ CS for All (added 2016)	4 Over-arching Goals: • STEM Foundations and Literate Citizenry; • Prepare the Workforce of the Future; • Diversity and Inclusion in STEM; • Transparency through Data and Evaluations. ...supported by 4 groups of Tactics: ○ Partnerships of Education and Employers (e.g., work-based learning such as apprenticeships, internships, coops, toward skilled technical workforce); ○ Information technology and Computer Science (e.g., Digital learning platforms, cyber-safety education, computational thinking across disciplines, lifelong learning); ○ Better serve the Underrepresented (e.g., supportive ecosystems, critical transitions, mentorships, contextual and applied learning); ○ Convergent teaching and learning toward transdisciplinarity (big questions and grand challenges).
2 Coordination Objectives • Leverage assets and expertise across agencies; • Build and use evidence-based approaches.	4 Transparency and Evaluation Tactics • Leverage and scale previous grant-funded models; • Use common metrics across agencies to measure progress; • Document programs' performance; • Report participation rates of underrepresented groups.
Source of goals and priorities: "...selected [by CoSTEM] on the basis that enhanced and coordinated Federal investments in these areas seem especially likely to accelerate progress toward the strategic vision."	Source of goals and tactics: Comprehensive internal (Fed.) and external (business, education, nonprofit leaders) stakeholder input and alignment with Administration priorities.
"Potential actions" suggested **for Federal agencies** in "implementation roadmaps" with measurable short, medium, and long term objectives.	Specific tactics (10) provided **to Federal and external stakeholders** along with advice for supporting a **national STEM "north star" at the local and regional levels** with measurable objectives.
50 pages, single-spaced 11-point font, plus 77 pages of appendix.	35 pages simplified to What, Why and How in bullet, box, and vignette format, plus __ pages of appendix.
Inter-agency Working Groups established around the 5 priority investment areas.	Inter-agency Working Groups maintained, reconstituted, and/or created anew as determined by stakeholders. .

*Preliminary vision subject to review and subsequent modifications

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FC-STEM Meeting Minutes
May 8, 2018
1:00 - 3:00PM
Eisenhower Executive Office Building

Welcome, Notes from NSTC Director, & Introductions

Jeff Weld opened the meeting and thanked everyone for their attendance. Jeff introduced Joan Ferrini-Mundy and Mike Kincaid, who provided introductory remarks. Joan noted that FC-STEM will be the working group that provides the fodder for CoSTEM, as FC-STEM members are the individuals most closely tied to the education work occurring at their respective agencies. Joan emphasized that it is important for FC-STEM's cross-agency work to continue. Joan also announced that this will likely be her final FC-STEM meeting, as she has accepted a position as President of the University of Maine and the President of the University of Maine at Machias. Mike Kincaid thanked Joan for her service. Mike underscored the importance of FC-STEM's work, noting that our collective efforts will inspire the next generation of students in STEM across the country.

Chloe Kontos then provided remarks as the Executive Director of the NSTC. Chloe noted that this is the first meeting of a reconstituted FC-STEM. The NSTC decided to appoint one person per agency to FC-STEM. Chloe thanked everyone for their past service and future contributions, and asked everyone to be ready to serve, as there is much work to be done. Chloe also noted that changes are coming as we develop the new strategic plan and consider the development of new IWGs.

Jeff remarked that we have a great opportunity to develop a more outward-facing strategic plan, which can establish a nationwide agenda in STEM education. Jeff noted that Roger Bybee has just published a book called "STEM Education Now More than Ever." The book is nicely timed with the release of the new strategic plan.

Following opening remarks, Jeff invited everyone in attendance to introduce themselves. A full list of attendees can be found in Appendix A.

CoSTEM Progress Report Update

Jeff introduced Sharon Williams and Alexis McKittrick from IDA's Science and Technology Policy Institute (STPI), who provided an update on the 2018 CoSTEM Progress Report. A handout provided by Sharon and Alexis can be found in Appendix B.

Alexis provided an overview of the process used to develop the progress report. In February, a data call went out to agencies to provide program outcome narratives, which would highlight agency achievements in STEM education. STPI received many valuable narratives through this data call. The final narratives to be included in the report are being edited in collaboration with agencies.

While STPI collected data from agencies, OMB also completed its 2018 STEM Education Inventory. The inventory collected data on FY17 actual and FY18 enacted funding levels for Federal STEM education

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programs. OMB's inventory revealed 166 federal STEM education programs operating in FY18, with a total budget of $2.9B across the federal government.

STPI also conducted interviews with agencies to better understand the program highlights that were submitted through the data call. Additionally, STPI used the interview as an opportunity to understand STEM education metrics, evaluations, interagency collaborations, and the dissemination of program information. Sharon thanked the agencies for a total of 13 hours of interview data. Five major takeaways emerged from these interviews, which provided context for the progress report:

- The influence of agency leadership and outside bodies (e.g. Congress, White House) on STEM education programs, their implementation, and their evaluation.
- Resource limitations impact agencies' capabilities to develop metrics and evaluate programs; the formation of the evaluation group within FC-STEM is particularly valuable for agencies that have limited support for or expertise in evaluation.
- Evaluation metrics should be developed with program objectives and agency priorities in-mind.
- Common metrics can make programs look identical, even when the programs may not actually overlap. This can be problematic when requesting funding.
- CoSTEM/FC-STEM agencies enjoy working together and the coordination has helped agencies achieve specific goals.

After Sharon and Alexis finished their remarks, Jeff asked the FC-STEM members for any questions or comments about the draft report and interview process.

A question was asked from the Department of Education about how OMB defines its STEM education programs – do STEM education programs have a specific focus on STEM education or are they programs where STEM education is an allowable activity?

- STPI responded that they used the definition from the original strategic plan to identify STEM education programs.
- FC-STEM members noted that going forward, it would be helpful to clarify what is defined as a STEM education program, as metrics and impacts differ between programs which require a STEM education component versus those programs that permit STEM education as an activity.
- OMB noted that the OMB data call is done on behalf of OSTP, so OMB defers to OSTP to figure out what to count as a STEM education program. If FC-STEM wishes to change the definition of a STEM program, FC-STEM should work with OSTP to establish a new definition.
- NIH and NSF also reported internal debate about the inclusion of certain programs in the CoSTEM inventory.
- Jeff stated that it would be useful to find a way to incorporate programs into the report that fund STEM education initiatives indirectly and distinguish them from those that fund STEM education directly.
- Joan favored a very broad definition of a STEM education program to reassure federal colleagues that being a part of CoSTEM's inventory is a good thing. However, a broad definition of STEM education programs makes evaluation even more complicated.

STPI noted that the first draft of the progress report will go to the FC-STEM members for review around May 21, and STPI will request a one-week review period in order to release the report to the public by

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June 2018. The progress report will include the OMB inventory but will not include the emergent priorities document, which is an internal working document.

Jeff thanked Sharon and Alexis for their efforts to develop this report.

Development of the Next Five-Year Strategic Plan

Jeff Weld provided an overview of the draft strategic plan priorities that were circulated in advance of the meeting (included as Appendix C). Jeff developed the draft priorities through meetings with interested individuals in the STEM community. The list of people who have contributed to these priorities is included but is not intended to be made public. Jeff invited FC-STEM members to provide input on these priorities, and encouraged members to circulate the priorities document to colleagues for feedback.

Questions and comments were put forward about the priorities. [Questions and comments are written below in the order in which they were asked/stated.]

- How important is it that the strategic plan spans the full federal investment? Do these priorities indicate that the investments should shift?
    - This is something to consider going forward – there is no clear answer at this time.
- The priorities in the current strategic plan explain "what" we should focus on, while these emergent new priorities focus on "what" and "how." This could be a useful way to consider priorities going forward.
    - It would also be useful to better understand "why" these priorities are included.
- It will be important for agency STEM education stakeholders to see themselves in the new plan.
- It would be helpful to consider why we are engaging in the development of a new five-year plan? We should consider, "What do we want to accomplish in five years?" Do we wish to collaborate to establish a scientifically-literate citizenry? Do we hope our collaboration will develop a strong STEM workforce? Answering these questions will help us identify appropriate priorities.
    - A heavy emphasis on workforce development can cause us to lose focus on the development of a scientifically-literate citizenry.
- The outline appears to be focused heavily on the K-12 level. The biomedical research workforce needs reach above and beyond the K-12 level, and it is important to include the biomedical workforce in this plan.
- Some of the priorities might be combined, such as the items related to interdisciplinary/ transdisciplinary research.
- Teacher quality seems to be missing from this list of priorities. There are many things related to teacher quality that we might consider in the development of this plan, including the role of professional development and teacher compensation.
- Echoing an earlier statement, "What do we want to accomplish? What are our long-term goals?"
- We should consider, "What is the role of the federal government in these priority areas?" This is not a global STEM education plan, but a plan for the federal government to move an agenda forward.

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- Lifelong learning could be considered a priority. We might think about ways to train and retrain workers effectively, as it is unlikely that people will stay in a specific career field for many years.
- The "what," "how," and "why" buckets are helpful in considering these priorities. Answering these questions will help us to develop measures and outcomes.
- Priority 10 might be revised to say, "Enhance the engagement of youth through informal activities." There are boundaries between informal and formal learning environments. We can start early with informal education opportunities to incentivize students to continue to participate in STEM.
- As NOAA explored these draft priorities, they felt that they struggled to see how they could contribute to most of the priorities. It would be good to continue to consider how best to leverage agency assets.
- How will this plan build on the prior plan? How do we connect the pieces of the last plan with the new priorities?
- Building on an earlier comment, there are priorities that could be collapsed or consolidated.
- Basic science is missing in these priorities. There are lots of priorities in the draft outline focused on technology and mathematics. Students also need basic knowledge of science.
- Medicine is missing in the current plan.
- The NSTC has reconstituted its work. We might be able to align our work around the reconstituted NSTC. We could pick a few of the S&T areas and how we might address them through this strategic plan.
- We learned a big lesson through the implementation of the last plan – it is important to leverage agency assets. We only started to do this under the current plan. Going forward, we need to keep mission science agency investments in-mind.

Jeff invited everyone to be a part of the writing process going forward. He noted priorities as-written are reflective of the constituents who have had input into the plan so far.

Questions were asked about how work on the strategic plan will move forward [responses from Jeff/Chloe/FC-STEM leadership are presented as sub-bullets]:

- Will CoSTEM convene to assess the strategic plan and provide input into the strategic plan?
    - CoSTEM is charging this group with developing the strategic plan. FC-STEM members should be briefing their agency heads, and CoSTEM will sign-off on this work.
- Is it important that feedback on the strategic plan be brought back from leadership in a systematic way?
    - Not at this time – send any information to Jeff about priorities.
- Will each agency have a representative on CoSTEM?
    - Maybe not. This is still up for discussion. There is an expectation that FC-STEM members are briefing their leadership. FC-STEM may want to decide, as a group, when to brief agency leadership.
- Will the strategic plan go through public comment?
    - Probably not. The plan did not go through public comment last time – the design of the strategic plan was kept internal. Some NSTC committees have explicit requirements to undergo public comment, but CoSTEM does not.
- What is the timeline for the development/release of the next plan?

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- We are hoping to release the plan this fall. Because of this, it will have an influence on the FY2021 budget requests. An R&D priorities memo will be released ahead of the finalized strategic plan that will incorporate some of these priorities, and will influence budget requests before FY2021.

Other FC-STEM Updates

After discussing the priorities in the next strategic plan, updates were provided on other ongoing FC-STEM activities.

Joan provided a report-out on the evaluation working group. Evaluation leaders from the FC-STEM agencies met on February 2. The work of this group will continue, though the group will not be formalized into an IWG within FC-STEM with an official charter. A specific call for members will be released.

Susan then provided an overview of the transition of the broadening participation IWG to the "Interagency Working Group on Inclusion in STEM," or IWGIS. The AICA specifically mandated the formation of an interagency working group on inclusion in STEM. Because the charge of the IWGIS overlapped with the work of the BP IWG, a merging of charters was proposed between the BP IWG and planned IWGIS. Ultimately, the decision was made to merge the two groups, and the broadening participation IWG formally became the IWGIS in April of 2018. The IWGIS will continue to focus on broadening participation issues as they relate to STEM education, but will also encompass the work mandated in the AICA, which relates to understanding inclusion in the federal STEM education workforce. The charter for this group will last for 10 years, in accordance with the AICA mandate, so will remain in effect until April 2028. The NSTC made the decision to change the charter and name of the group to eliminate the risk of duplication of efforts and risk stretching personnel thin.

A question was asked about the length of FC-STEM's strategic plan: Since the charter for the IWGIS is 10 years, will the strategic plan also be extended to last for 10 years?

- Response from Chloe: No. The NSTC would like to stay away from charters that last 10 years – the charter for the IWGIS was only signed for 10 years because of statute. The FC-STEM strategic plan will last for 5 years.

Jeff would like to see the current broadening participation group stay in-tact, but then add talent to the group to meet the new mandate. A call for members of this group will be sent out after the meeting.

Nafeesa Owens then provided an overview of the progress toward the development of the STEM Education Advisory Panel. This panel was required to be developed in alignment with the AICA. The panel will advise CoSTEM and assess CoSTEM's progress. Outreach was done to identify potential members, and a notice about the panel's formation was posted in the Federal Register. NSF received over 800 inquiries about the panel, which resulted in 450 nominations. The NSF Director, in consultation with NASA, NOAA, and ED, is responsible for appointing members to the panel. The Director is currently reviewing member recommendations. Recommendations will also be sent to NASA, NOAA, and ED for

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concurrence. Once members are approved, the names will be sent to the FC-STEM community. It is hoped that the panel will meet in late June.

Jeff then provided an update on the state STEM leaders convening, which will take place on June 26. Three STEM leaders per state were identified by their governors to attend the meeting to provide feedback on the development of the strategic plan. Facilitators will be needed for the meeting – Jeff will send a request for facilitators. Facilitators will attend a pre-meeting training session and will also attend a post-meeting debrief. Contractors from EDC, supported by the NSF, will train the facilitators. The meeting will take place on June 26. Facilitators will need to be able to commit to the day of the event on June 26, and a one-hour training before the meeting and a one-hour debrief after the event. Jeff hopes agency directors will be in the room during the convening. This convening will be an intimate workshop, not a conference. There are outside people who have asked to attend this meeting but only the nominees from the state agencies will be able to participate.

Mike Kincaid, Jeff Weld, and Joan Ferrini-Mundy then provided an update on the status of the IWGs. The IWGs will continue as-is for now, as these groups serve as important networks for information dissemination. The groups should close-up current projects, and the groups can continue to expect to send out calls for information. The current co-chairs were thanked for their past and continued service.

Meeting Wrap-Up and Adjournment

Joan and Mike thanked everyone for their continued service to FC-STEM. As this was likely Joan's final FC-STEM meeting, Chloe then thanked Joan for her service. Joan started as FC-STEM co-chair in 2014, when she was Assistant Director in the Education and Human Resources Directorate at the NSF. She continued her role as FC-STEM co-chair when she became NSF's Chief Operating Officer in 2017. Chloe thanked Joan for her efforts leading FC-STEM.

Jeff thanked everyone for their attendance and the meeting was adjourned.

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Appendix A
Meeting Attendees

FC-STEM, OSTP Leadership

Role (Agency)	Name
FC-STEM Co-Chair (NSF)	Joan Ferrini-Mundy
FC-STEM Co-Chair (NASA)	Mike Kincaid
NSTC	Chloe Kontos
OSTP	Jeff Weld
FC-STEM Senior Advisor (NSF)	Nafeesa Owens
FC-STEM Executive Secretary (NSF)	Susan Poland

Agency Representatives

Agency	Name
Department of Agriculture	Muquarrab Qureshi
Department of Commerce	Louisa Koch
Department of Defense	Syed Shah (delegated by Jagadeesh Pamulapati)
Department of Defense	Diann McCants (delegated by Jagadeesh Pamulapati)
Department of Education	Jason Botel
Department of Energy	Julie Carruthers
Department of Interior	Craig Robinson
Department of Labor	Bronte Wigan
Department of Transportation	Loren Smith
Environmental Protection Agency	Jayne Michaud
National Institutes of Health	Kay Lund (also Grad Ed IWG Co-Lead)
Smithsonian Institution	Carol O'Donnell (also Engagement IWG Co-Lead)

FC-STEM IWG Co-Leads

Role (Agency)	Name
P-12 IWG Co-Lead (NSF)	Jim Lewis
Undergraduate Education IWG Co-Lead (NSF)	Celeste Carter
Undergraduate Education IWG Co-Lead (DoE)	Jim Glownia
Broadening Participation IWG Co-Lead (NSF)	Sylvia James
Broadening Participation IWG Co-Lead (NIH)	Charlene Le Fauve (delegated by Hannah Valantine)
Engagement IWG Co-Lead (NASA)	Diane DeTroye
CSforAll IWG Co-Lead (ED)	Albert Palacios
CSforAll IWG Co-Lead (NSF)	Jan Cuny

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Other Attendees

Agency	Name
Department of Commerce	Andrea Sassard
Department of Education	Jean Morrow
Department of Interior	Eleanour Snow
National Nanotechnology Coordination Office	Lisa Friedersdorf
OMB	Grace Hu
OMB	Yi Pei
OSTP	Sean Bonyun
STPI	Alexis McKittrick
STPI	Sharon Williams

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Federal Coordination in STEM Education (FC-STEM) Committee
Meeting Agenda
July 24, 2018
9:00am to 10:00am
Teleconference

To join the meeting via web: https://bluejeans.com/748349886
To join the meeting via phone:
1 (b)(6)

Meeting purpose:

- To discuss the current outline of the next *Federal STEM Education 5-Year Strategic Plan*
- To prepare for an upcoming meeting of CoSTEM

Time	Item	Led by
9:00am to 9:10am	Welcome & Introductions	*Jeff Weld, Sylvia James, & Mike Kincaid*
9:10am to 9:15am	Current status of CoSTEM	*Chloe Kontos*
9:15am to 9:20am	Briefing on current outline of *Federal STEM Education 5-Year Strategic Plan*	*Jeff Weld*
9:20am to 9:25am	Strategic plan writing process – Overview of progress and upcoming plans	*STPI*
9:25am to 9:45am	Discussion on plan outline, writing process; opportunity for other feedback	*All*
9:45am to 9:55am	Preparations for upcoming CoSTEM meeting	*Jeff Weld*
9:55am to 10:00am	Final thoughts & work moving forward	*Jeff Weld, Sylvia James, & Mike Kincaid*

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From: EHR FC-STEM/CAP Goal
Sent: 20 Jul 2018 21:07:17 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Morrow, Jean;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Carter, V. Celeste;James Glownia;Diane DeTroye;Palacios, Albert;Cuny, Janice E.;Williams, Sharon R;McKittrick, Alexis MW;Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Hilsey, Shaina
Subject: FC-STEM Meeting
Attachments: STEM Strategic Plan Outline as of 07.11.18.docx, Contrasts-Table_2013-to-2018-STEM_Plans.docx, 05.08.18 FC-STEM Meeting Minutes Final.pdf, 07.24.18 FC-STEM Meeting Agenda Final.pdf

Updated July 20: Agenda is now attached. Have a great weekend!

Updated July 17: Attached are materials you will find helpful as you prepare for this meeting:

- Federal STEM Education 5-Year Strategic Plan outline as of July 11
- Draft document comparing the 2013 strategic plan with the vision for the 2018 strategic plan
- FC-STEM meeting minutes from May 8

Please be sure to review the outline and comparison documents, in particular. The meeting agenda will be distributed soon. Please also note that the meeting connection has changed and the updated connection information can be found at the end of this invite.

Best,
Susan

Original invite:
Hello, FC-STEM Members and IWG Co-Leads,

Jeff Weld has requested a teleconference meeting of FC-STEM to review a preliminary outline of the next Federal STEM Education 5-Year Strategic Plan. The conversation will inform a future meeting of CoSTEM, which will also convene around an outline of the next strategic plan. Please join us through Webex at the link or phone number below.

Note that FC-STEM will also meet on August 23. You should have received an invitation to this meeting already – please let me know if you did not.

If you have any questions, please feel free to reach out. Thank you very much for your time and assistance on short notice!

Best,

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Susan Poland
Science Assistant
FC-STEM Executive Secretary
Office of the Assistant Director, Office C 11017C
Directorate for Education and Human Resources
National Science Foundation
Direct Line: (703) 292-7253

BlueJeans Connection Information:

To join the meeting via web:
https://bluejeans.com/748349886

To join via phone :
1) Dial:
(b)(6)
2) Enter

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Outline: Federal STEM Education 5-Year Strategic Plan, 2018 -2023

Section 1: Preface / Introduction

a) *Purpose* – Description of the dual purposes of this document and how the document will be used.
   i) Legal requirements – ACA and AICA language
   ii) Vision - serves as a North Star for all stakeholders (who are defined in sec. d)
      - Federal Agencies
      - States
      - Others

b) *Background and history* – References to the 2013-2018 5-Year Strategic Plan and the related progress reports.
   i) Definitions - include "STEM community", "STEM program", and "STEM literacy"
   ii) Role of Federal government and key Federal STEM resources
   iii) Job opportunities in Federal STEM
   iv) Making the case for STEM education
   v) Science and engineering statistics from NSF Indicators
   vi) Other statistics

c) *Evolution of the plan* – Describe the inputs to the plan and how they were developed.
   i) OSTP's process to develop the objectives
   ii) State feedback process
   iii) Interagency process to develop goals and write plan

d) *Defining Stakeholders* – Describe the stakeholders and their roles in this plan. (Both federal and non-federal roles.)

e) *Organization of Plan*
   i) *Goals:*
      (1) Build Strong Foundations in STEM and a STEM-Literate Citizenry
      (2) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
      (3) Promote Diversity and Inclusion in STEM
      (4) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)

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ii) *Themes (or Tactics)*
   (1) **Community Partnerships** (#1,2,7,10)
   (2) **Convergence** (#3,5,7,8,9)
   (3) **Information Technology** (#4,5,6,7)
   (4) **Transparency and Accountability** (#11,12,13,14)

iii) Strategic Mechanisms - 14 (*without numbers, ordering will differ for narrative sake within each focus area)*
   (1) #1 - Expand partnerships of educational entities and employers:
      (a) Work-based learning including pre-apprenticeships, apprenticeships, internships, job shadows, job boards, cooperative education, and mentorships in STEM K-20;
   (2) #2 - Foster STEM networks (ecosystems) that unite all stakeholders across communities and regions (employers, preK-12, higher ed., nonprofits, nonformal ed., local governments, etc.) to drive talent toward STEM careers, which will in turn support economic development, especially in the realm of Skilled Technical Workforce.
   (3) #3 - Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, Making, problem-finding.
   (4) #4 - Expand research and programming into Digital Platforms for teaching/learning given the enormous potential to connect learners across the globe, to bring diverse expertise into classrooms, and to equalize educational opportunity in high-need schools and communities (both urban and rural).
   (5) #5 - Weave computational thinking principles* universally across grade levels and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines). [*Organize data for effective communication; Generate algorithms for procedures that reliably analyze processes; Create computational models using data and algorithms to simulate complex systems; Compare computational models to derive new insights.]
   (6) #6 - Promote digital literacy/fluency and cyber-safety practices including information gathering and communication, analysis of information, judicious communication, and critical analysis.
   (7) #7 - Increase diversity and inclusion of all Americans in STEM programs, including women, minorities, persons with disabilities, and people in rural areas.
      (a) Focus on retention at critical transitions;
      (b) Address the Belief Gap;
   (8) #8 - Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications, spanning the disciplines, solving contemporary open questions.
      (a) Data science and data literacy as universal applications
      (b) Modeling – formulating questions, data production, analysis, empiricism
      (c) Career information embedded into Mathematics learning (indeed, all subjects)

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(9) #9 - Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. Focus on competency, demonstration and application as assessment, vs. rote recall.

(10) #10 - Blend successful practices across traditional college-preparatory and career/technical education, and across formal (school based) and informal (out-of-school) STEM education in terms of impact assessment, practitioner credentialing, professional development, and public-private partnerships. Align education of all forms to what employers will need in future employees.

(11) #11 - Federal agencies that fund STEM and CS education programs should encourage leveraging/scaling/implementing of models (professional development, curriculum, etc.) that have been developed through Federal grants when appropriate.

(12) #12 -Identify common metrics across agencies to be used in assessing progress toward achieving objectives and then take appropriate steps to enhance effectiveness of the portfolio.

(13) #13 -Improve public awareness of information on programs' performance assessments by documenting program-level information on performance assessments in the federal STEM education inventory.

(14) #14 - Report required information on the participation rates of women, underrepresented minorities, and persons from rural areas in federal STEM education programs.

Section 2 – STEM Plan Organization – Goals → Themes (or tactics) → Strategic Mechanisms

- **2018-2023 STEM Goals**
  - iv) Build Strong Foundations in STEM and a STEM-Literate Citizenry
    [Narrative of ~300 words why this overarching goal is important.]
  - v) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
    [Narrative of ~300 words why this overarching goal is important.]
  - vi) Promote Diversity and Inclusion in STEM
    [Narrative of ~300 words why this overarching goal is important.]
  - vii) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)
    [Narrative of ~300 words why this overarching goal is important.]

- **Four categorical Themes** (or tactics) to support Goals, each supported by Strategic Mechanisms
  - (1) **Community Partnerships** (objectives 1, 2, 7, 10) - more effectively leverage the resources and opportunities provided by the broader community by fostering more

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inclusive communities and building partnerships and collaboration that cross sectors and stakeholders in order to serve STEM goals.
(a) Summary of objectives included
(b) Justification for grouping

(2) **Convergence** (objectives 3, 5, 8, 9) – moving forward by approaching STEM education in the context of community-based broad questions that integrate the disciplines in way that supports solving real world challenges.
(a) Summary of objectives included
(b) Justification for grouping

(3) **Information Technology** (objectives 4, 5, 6, 7) - leveraging the use and study of information technology to further STEM goals, particularly through the development of computational thinking skills and digital literacy, and through the use of digital platforms to further education programming.
(a) Summary of objectives included
(b) Justification for grouping

(4) **Transparency and Accountability** (objectives 11, 12, 13, 14) – clearly measure the effectiveness of STEM efforts and goals and make these measurements available, and scaling these effective measures to enable broader implementation.
(a) Summary of objectives included
(b) Justification for grouping

EXAMPLE THEME SEGMENT

THEME 2: Convergence

[Narrative of ~300 words on the importance of convergence, convergence acceleration, multidisciplinarity, transdisciplinarity, global challenges, big questions, un-siloed study, etc.]

1) Strategic Mechanism 1: Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, science and engineering competitions, Making, *problem-finding*.
   i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
   ii) The "How" –
   - How it supports the four goals; and
   - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

   iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE
SECTION

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2) Strategic Mechanism 2: Weave computational thinking principles universally across K-12, undergraduate and graduate education, and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines).
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal* program officer.
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

3) Strategic Mechanism 3: Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications of compelling interest to students, spanning the disciplines, solving contemporary open questions. [Data science and data literacy as universal applications; Modeling – formulating questions, data production, analysis, empiricism; Career information embedded into Mathematics learning.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE

4) Strategic Mechanism 4: Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. [Focus on competency, demonstration and application as assessment, vs. rote recall.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –

SECTION

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- How it supports the four goals; and
- How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

iii) Common measurable metrics. *Eval. Team's expertise*

Section 3 - Conclusion

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Federal STEM Education 5-Year Strategic Plan	
What changes are anticipated from the 2013-18 (original) Plan to the emerging 2018-2023 Plan?	
2013 Plan	2018 Plan*
Purpose: "Improve the efficiency, coordination, and impact of federally supported STEM education investments."	Purpose: Improve the efficiency, coordination, and impact of federally supported STEM education investments, AND provide **guidance to the Nation on consensus STEM education priorities**.
3-point "Strategic vision" for the future: • Well-qualified and increasingly diverse workforce; • Student access to excellent P-12, informal and post-secondary learning; • Federal STEM programs based on evidence, and coordinated. ...supported by 6 Priority Investment Areas: ○ Increasing # of STEM teachers; ○ Increase engagement of informal learners; ○ Enhance undergraduate STEM experience; ○ Better serve the Underrepresented; ○ Graduate education reform toward broad range of careers. ○ CS for All (added 2016)	4 Over-arching Goals: • STEM Foundations and Literate Citizenry; • Prepare the Workforce of the Future; • Diversity and Inclusion in STEM; • Transparency through Data and Evaluations. ...supported by 4 groups of Tactics: ○ Partnerships of Education and Employers (e.g., work-based learning such as apprenticeships, internships, coops, toward skilled technical workforce); ○ Information technology and Computer Science (e.g., Digital learning platforms, cyber-safety education, computational thinking across disciplines, lifelong learning); ○ Better serve the Underrepresented (e.g., supportive ecosystems, critical transitions, mentorships, contextual and applied learning); ○ Convergent teaching and learning toward transdisciplinarity (big questions and grand challenges).
2 Coordination Objectives • Leverage assets and expertise across agencies; • Build and use evidence-based approaches.	4 Transparency and Evaluation Tactics • Leverage and scale previous grant-funded models; • Use common metrics across agencies to measure progress; • Document programs' performance; • Report participation rates of underrepresented groups.
Source of goals and priorities: "...selected [by CoSTEM] on the basis that enhanced and coordinated Federal investments in these areas seem especially likely to accelerate progress toward the strategic vision."	Source of goals and tactics: Comprehensive internal (Fed.) and external (business, education, nonprofit leaders) stakeholder input and alignment with Administration priorities.
"Potential actions" suggested **for Federal agencies** in "implementation roadmaps" with measurable short, medium, and long term objectives.	Specific tactics (10) provided **to Federal and external stakeholders** along with advice for supporting a **national STEM "north star" at the local and regional levels** with measurable objectives.
50 pages, single-spaced 11-point font, plus 77 pages of appendix.	35 pages simplified to What, Why and How in bullet, box, and vignette format, plus __ pages of appendix.
Inter-agency Working Groups established around the 5 priority investment areas.	Inter-agency Working Groups maintained, reconstituted, and/or created anew as determined by stakeholders. .

*Preliminary vision subject to review and subsequent modifications

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FC-STEM Meeting Minutes
May 8, 2018
1:00 - 3:00PM
Eisenhower Executive Office Building

Welcome, Notes from NSTC Director, & Introductions

Jeff Weld opened the meeting and thanked everyone for their attendance. Jeff introduced Joan Ferrini-Mundy and Mike Kincaid, who provided introductory remarks. Joan noted that FC-STEM will be the working group that provides the fodder for CoSTEM, as FC-STEM members are the individuals most closely tied to the education work occurring at their respective agencies. Joan emphasized that it is important for FC-STEM's cross-agency work to continue. Joan also announced that this will likely be her final FC-STEM meeting, as she has accepted a position as President of the University of Maine and the President of the University of Maine at Machias. Mike Kincaid thanked Joan for her service. Mike underscored the importance of FC-STEM's work, noting that our collective efforts will inspire the next generation of students in STEM across the country.

Chloe Kontos then provided remarks as the Executive Director of the NSTC. Chloe noted that this is the first meeting of a reconstituted FC-STEM. The NSTC decided to appoint one person per agency to FC-STEM. Chloe thanked everyone for their past service and future contributions, and asked everyone to be ready to serve, as there is much work to be done. Chloe also noted that changes are coming as we develop the new strategic plan and consider the development of new IWGs.

Jeff remarked that we have a great opportunity to develop a more outward-facing strategic plan, which can establish a nationwide agenda in STEM education. Jeff noted that Roger Bybee has just published a book called "STEM Education Now More than Ever." The book is nicely timed with the release of the new strategic plan.

Following opening remarks, Jeff invited everyone in attendance to introduce themselves. A full list of attendees can be found in Appendix A.

CoSTEM Progress Report Update

Jeff introduced Sharon Williams and Alexis McKittrick from IDA's Science and Technology Policy Institute (STPI), who provided an update on the 2018 CoSTEM Progress Report. A handout provided by Sharon and Alexis can be found in Appendix B.

Alexis provided an overview of the process used to develop the progress report. In February, a data call went out to agencies to provide program outcome narratives, which would highlight agency achievements in STEM education. STPI received many valuable narratives through this data call. The final narratives to be included in the report are being edited in collaboration with agencies.

While STPI collected data from agencies, OMB also completed its 2018 STEM Education Inventory. The inventory collected data on FY17 actual and FY18 enacted funding levels for Federal STEM education

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programs. OMB's inventory revealed 166 federal STEM education programs operating in FY18, with a total budget of $2.9B across the federal government.

STPI also conducted interviews with agencies to better understand the program highlights that were submitted through the data call. Additionally, STPI used the interview as an opportunity to understand STEM education metrics, evaluations, interagency collaborations, and the dissemination of program information. Sharon thanked the agencies for a total of 13 hours of interview data. Five major takeaways emerged from these interviews, which provided context for the progress report:

- The influence of agency leadership and outside bodies (e.g. Congress, White House) on STEM education programs, their implementation, and their evaluation.
- Resource limitations impact agencies' capabilities to develop metrics and evaluate programs; the formation of the evaluation group within FC-STEM is particularly valuable for agencies that have limited support for or expertise in evaluation.
- Evaluation metrics should be developed with program objectives and agency priorities in-mind.
- Common metrics can make programs look identical, even when the programs may not actually overlap. This can be problematic when requesting funding.
- CoSTEM/FC-STEM agencies enjoy working together and the coordination has helped agencies achieve specific goals.

After Sharon and Alexis finished their remarks, Jeff asked the FC-STEM members for any questions or comments about the draft report and interview process.

A question was asked from the Department of Education about how OMB defines its STEM education programs – do STEM education programs have a specific focus on STEM education or are they programs where STEM education is an allowable activity?

- STPI responded that they used the definition from the original strategic plan to identify STEM education programs.
- FC-STEM members noted that going forward, it would be helpful to clarify what is defined as a STEM education program, as metrics and impacts differ between programs which require a STEM education component versus those programs that permit STEM education as an activity.
- OMB noted that the OMB data call is done on behalf of OSTP, so OMB defers to OSTP to figure out what to count as a STEM education program. If FC-STEM wishes to change the definition of a STEM program, FC-STEM should work with OSTP to establish a new definition.
- NIH and NSF also reported internal debate about the inclusion of certain programs in the CoSTEM inventory.
- Jeff stated that it would be useful to find a way to incorporate programs into the report that fund STEM education initiatives indirectly and distinguish them from those that fund STEM education directly.
- Joan favored a very broad definition of a STEM education program to reassure federal colleagues that being a part of CoSTEM's inventory is a good thing. However, a broad definition of STEM education programs makes evaluation even more complicated.

STPI noted that the first draft of the progress report will go to the FC-STEM members for review around May 21, and STPI will request a one-week review period in order to release the report to the public by

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June 2018. The progress report will include the OMB inventory but will not include the emergent priorities document, which is an internal working document.

Jeff thanked Sharon and Alexis for their efforts to develop this report.

Development of the Next Five-Year Strategic Plan

Jeff Weld provided an overview of the draft strategic plan priorities that were circulated in advance of the meeting (included as Appendix C). Jeff developed the draft priorities through meetings with interested individuals in the STEM community. The list of people who have contributed to these priorities is included but is not intended to be made public. Jeff invited FC-STEM members to provide input on these priorities, and encouraged members to circulate the priorities document to colleagues for feedback.

Questions and comments were put forward about the priorities. [Questions and comments are written below in the order in which they were asked/stated.]

- How important is it that the strategic plan spans the full federal investment? Do these priorities indicate that the investments should shift?
    - This is something to consider going forward – there is no clear answer at this time.
- The priorities in the current strategic plan explain "what" we should focus on, while these emergent new priorities focus on "what" and "how." This could be a useful way to consider priorities going forward.
    - It would also be useful to better understand "why" these priorities are included.
- It will be important for agency STEM education stakeholders to see themselves in the new plan.
- It would be helpful to consider why we are engaging in the development of a new five-year plan? We should consider, "What do we want to accomplish in five years?" Do we wish to collaborate to establish a scientifically-literate citizenry? Do we hope our collaboration will develop a strong STEM workforce? Answering these questions will help us identify appropriate priorities.
    - A heavy emphasis on workforce development can cause us to lose focus on the development of a scientifically-literate citizenry.
- The outline appears to be focused heavily on the K-12 level. The biomedical research workforce needs reach above and beyond the K-12 level, and it is important to include the biomedical workforce in this plan.
- Some of the priorities might be combined, such as the items related to interdisciplinary/ transdisciplinary research.
- Teacher quality seems to be missing from this list of priorities. There are many things related to teacher quality that we might consider in the development of this plan, including the role of professional development and teacher compensation.
- Echoing an earlier statement, "What do we want to accomplish? What are our long-term goals?"
- We should consider, "What is the role of the federal government in these priority areas?" This is not a global STEM education plan, but a plan for the federal government to move an agenda forward.

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- Lifelong learning could be considered a priority. We might think about ways to train and retrain workers effectively, as it is unlikely that people will stay in a specific career field for many years.
- The "what," "how," and "why" buckets are helpful in considering these priorities. Answering these questions will help us to develop measures and outcomes.
- Priority 10 might be revised to say, "Enhance the engagement of youth through informal activities." There are boundaries between informal and formal learning environments. We can start early with informal education opportunities to incentivize students to continue to participate in STEM.
- As NOAA explored these draft priorities, they felt that they struggled to see how they could contribute to most of the priorities. It would be good to continue to consider how best to leverage agency assets.
- How will this plan build on the prior plan? How do we connect the pieces of the last plan with the new priorities?
- Building on an earlier comment, there are priorities that could be collapsed or consolidated.
- Basic science is missing in these priorities. There are lots of priorities in the draft outline focused on technology and mathematics. Students also need basic knowledge of science.
- Medicine is missing in the current plan.
- The NSTC has reconstituted its work. We might be able to align our work around the reconstituted NSTC. We could pick a few of the S&T areas and how we might address them through this strategic plan.
- We learned a big lesson through the implementation of the last plan – it is important to leverage agency assets. We only started to do this under the current plan. Going forward, we need to keep mission science agency investments in-mind.

Jeff invited everyone to be a part of the writing process going forward. He noted priorities as-written are reflective of the constituents who have had input into the plan so far.

Questions were asked about how work on the strategic plan will move forward [responses from Jeff/Chloe/FC-STEM leadership are presented as sub-bullets]:

- Will CoSTEM convene to assess the strategic plan and provide input into the strategic plan?
    - CoSTEM is charging this group with developing the strategic plan. FC-STEM members should be briefing their agency heads, and CoSTEM will sign-off on this work.
- Is it important that feedback on the strategic plan be brought back from leadership in a systematic way?
    - Not at this time – send any information to Jeff about priorities.
- Will each agency have a representative on CoSTEM?
    - Maybe not. This is still up for discussion. There is an expectation that FC-STEM members are briefing their leadership. FC-STEM may want to decide, as a group, when to brief agency leadership.
- Will the strategic plan go through public comment?
    - Probably not. The plan did not go through public comment last time – the design of the strategic plan was kept internal. Some NSTC committees have explicit requirements to undergo public comment, but CoSTEM does not.
- What is the timeline for the development/release of the next plan?

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- We are hoping to release the plan this fall. Because of this, it will have an influence on the FY2021 budget requests. An R&D priorities memo will be released ahead of the finalized strategic plan that will incorporate some of these priorities, and will influence budget requests before FY2021.

Other FC-STEM Updates

After discussing the priorities in the next strategic plan, updates were provided on other ongoing FC-STEM activities.

Joan provided a report-out on the evaluation working group. Evaluation leaders from the FC-STEM agencies met on February 2. The work of this group will continue, though the group will not be formalized into an IWG within FC-STEM with an official charter. A specific call for members will be released.

Susan then provided an overview of the transition of the broadening participation IWG to the "Interagency Working Group on Inclusion in STEM," or IWGIS. The AICA specifically mandated the formation of an interagency working group on inclusion in STEM. Because the charge of the IWGIS overlapped with the work of the BP IWG, a merging of charters was proposed between the BP IWG and planned IWGIS. Ultimately, the decision was made to merge the two groups, and the broadening participation IWG formally became the IWGIS in April of 2018. The IWGIS will continue to focus on broadening participation issues as they relate to STEM education, but will also encompass the work mandated in the AICA, which relates to understanding inclusion in the federal STEM education workforce. The charter for this group will last for 10 years, in accordance with the AICA mandate, so will remain in effect until April 2028. The NSTC made the decision to change the charter and name of the group to eliminate the risk of duplication of efforts and risk stretching personnel thin.

A question was asked about the length of FC-STEM's strategic plan: Since the charter for the IWGIS is 10 years, will the strategic plan also be extended to last for 10 years?

- Response from Chloe: No. The NSTC would like to stay away from charters that last 10 years – the charter for the IWGIS was only signed for 10 years because of statute. The FC-STEM strategic plan will last for 5 years.

Jeff would like to see the current broadening participation group stay in-tact, but then add talent to the group to meet the new mandate. A call for members of this group will be sent out after the meeting.

Nafeesa Owens then provided an overview of the progress toward the development of the STEM Education Advisory Panel. This panel was required to be developed in alignment with the AICA. The panel will advise CoSTEM and assess CoSTEM's progress. Outreach was done to identify potential members, and a notice about the panel's formation was posted in the Federal Register. NSF received over 800 inquiries about the panel, which resulted in 450 nominations. The NSF Director, in consultation with NASA, NOAA, and ED, is responsible for appointing members to the panel. The Director is currently reviewing member recommendations. Recommendations will also be sent to NASA, NOAA, and ED for

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concurrence. Once members are approved, the names will be sent to the FC-STEM community. It is hoped that the panel will meet in late June.

Jeff then provided an update on the state STEM leaders convening, which will take place on June 26. Three STEM leaders per state were identified by their governors to attend the meeting to provide feedback on the development of the strategic plan. Facilitators will be needed for the meeting – Jeff will send a request for facilitators. Facilitators will attend a pre-meeting training session and will also attend a post-meeting debrief. Contractors from EDC, supported by the NSF, will train the facilitators. The meeting will take place on June 26. Facilitators will need to be able to commit to the day of the event on June 26, and a one-hour training before the meeting and a one-hour debrief after the event. Jeff hopes agency directors will be in the room during the convening. This convening will be an intimate workshop, not a conference. There are outside people who have asked to attend this meeting but only the nominees from the state agencies will be able to participate.

Mike Kincaid, Jeff Weld, and Joan Ferrini-Mundy then provided an update on the status of the IWGs. The IWGs will continue as-is for now, as these groups serve as important networks for information dissemination. The groups should close-up current projects, and the groups can continue to expect to send out calls for information. The current co-chairs were thanked for their past and continued service.

Meeting Wrap-Up and Adjournment

Joan and Mike thanked everyone for their continued service to FC-STEM. As this was likely Joan's final FC-STEM meeting, Chloe then thanked Joan for her service. Joan started as FC-STEM co-chair in 2014, when she was Assistant Director in the Education and Human Resources Directorate at the NSF. She continued her role as FC-STEM co-chair when she became NSF's Chief Operating Officer in 2017. Chloe thanked Joan for her efforts leading FC-STEM.

Jeff thanked everyone for their attendance and the meeting was adjourned.

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Appendix A
Meeting Attendees

FC-STEM, OSTP Leadership

Role (Agency)	Name
FC-STEM Co-Chair (NSF)	Joan Ferrini-Mundy
FC-STEM Co-Chair (NASA)	Mike Kincaid
NSTC	Chloe Kontos
OSTP	Jeff Weld
FC-STEM Senior Advisor (NSF)	Nafeesa Owens
FC-STEM Executive Secretary (NSF)	Susan Poland

Agency Representatives

Agency	Name
Department of Agriculture	Muquarrab Qureshi
Department of Commerce	Louisa Koch
Department of Defense	Syed Shah (delegated by Jagadeesh Pamulapati)
Department of Defense	Diann McCants (delegated by Jagadeesh Pamulapati)
Department of Education	Jason Botel
Department of Energy	Julie Carruthers
Department of Interior	Craig Robinson
Department of Labor	Bronte Wigan
Department of Transportation	Loren Smith
Environmental Protection Agency	Jayne Michaud
National Institutes of Health	Kay Lund (also Grad Ed IWG Co-Lead)
Smithsonian Institution	Carol O'Donnell (also Engagement IWG Co-Lead)

FC-STEM IWG Co-Leads

Role (Agency)	Name
P-12 IWG Co-Lead (NSF)	Jim Lewis
Undergraduate Education IWG Co-Lead (NSF)	Celeste Carter
Undergraduate Education IWG Co-Lead (DoE)	Jim Glownia
Broadening Participation IWG Co-Lead (NSF)	Sylvia James
Broadening Participation IWG Co-Lead (NIH)	Charlene Le Fauve (delegated by Hannah Valantine)
Engagement IWG Co-Lead (NASA)	Diane DeTroye
CSforAll IWG Co-Lead (ED)	Albert Palacios
CSforAll IWG Co-Lead (NSF)	Jan Cuny

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Other Attendees

Agency	Name
Department of Commerce	Andrea Sassard
Department of Education	Jean Morrow
Department of Interior	Eleanour Snow
National Nanotechnology Coordination Office	Lisa Friedersdorf
OMB	Grace Hu
OMB	Yi Pei
OSTP	Sean Bonyun
STPI	Alexis McKittrick
STPI	Sharon Williams

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Federal Coordination in STEM Education (FC-STEM) Committee
Meeting Agenda
July 24, 2018
9:00am to 10:00am
Teleconference

To join the meeting via web: https://bluejeans.com/748349886
To join the meeting via phone:
(b)(6)

Meeting purpose:

- To discuss the current outline of the next *Federal STEM Education 5-Year Strategic Plan*
- To prepare for an upcoming meeting of CoSTEM

Time	Item	Led by
9:00am to 9:10am	Welcome & Introductions	*Jeff Weld, Sylvia James, & Mike Kincaid*
9:10am to 9:15am	Current status of CoSTEM	*Chloe Kontos*
9:15am to 9:20am	Briefing on current outline of *Federal STEM Education 5-Year Strategic Plan*	*Jeff Weld*
9:20am to 9:25am	Strategic plan writing process – Overview of progress and upcoming plans	*STPI*
9:25am to 9:45am	Discussion on plan outline, writing process; opportunity for other feedback	*All*
9:45am to 9:55am	Preparations for upcoming CoSTEM meeting	*Jeff Weld*
9:55am to 10:00am	Final thoughts & work moving forward	*Jeff Weld, Sylvia James, & Mike Kincaid*

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From: Nordahl, Nicholas
Sent: 24 Jul 2018 18:52:24 +0000
To: Nordahl, Nicholas;Cantrell, David;Rosenfelt, Phil;Norris, Elizabeth;Jocelyn I. Lopez Rodriguez;Julia keleher;oficinasecretaria@de.pr.gov;Dickerson, Lorena;Cordes, Bill
Cc: Botel, Jason;Ramirez, Lisa
Subject: FW: Bi-Weekly PR Meeting

FYI, Friday's call w/ Julia (PRDE). D.

-----Original Appointment-----
From: Nordahl, Nicholas
Sent: Wednesday, May 30, 2018 5:12 PM
To: Nordahl, Nicholas; Cantrell, David; Rosenfelt, Phil; Norris, Elizabeth; Jocelyn I. Lopez Rodriguez; Julia keleher; oficinasecretaria@de.pr.gov; Dickerson, Lorena; Cordes, Bill
Subject: Bi-Weekly PR Meeting
When: Friday, July 27, 2018 9:00 AM-9:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: WDCFB6-3W336

Bi-Weekly PR Meeting
Purpose: The U.S. Department of Education (US ED) will have the opportunity to hear from Puerto Rico Department of Education (PRDE) on any ongoing technical assistance needs. US ED will also provide any updates on technical assistance efforts that it is providing to PRDE.
Location: 3W336
Time/Date: 9:00 – 9:30 am every other Friday

Conference Line: See the "Join by phone" instructions below.

Agenda: TBD (agenda items requested in advance by participants)

→
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From: Jackson, Christine
Sent: 20 Jul 2018 19:49:31 +0000
To: Jackson, Christine;Botel, Jason;Brogan, Frank;Rosenfelt, Phil;Harris, Lisa (OGC);Lustig, Amy;Surprenant, Kala;Robinson, Mark;Anderson, Margo;Kniseley, Charles;Ryder, Ruth;Cantrell, David;Ramirez, Lisa;Smith, Jamila;Medley, Joy;Smith, Edward;Johnson, Andrew
Cc: Schreier, Daniel
Subject: FW: Follow-Up Conference Call re: GDOE Reconsideration Request
Importance: High

-----Original Appointment-----
From: Jackson, Christine
Sent: Tuesday, July 17, 2018 9:19 AM
To: Jackson, Christine; Rosenfelt, Phil; Harris, Lisa (OGC); Lustig, Amy; Surprenant, Kala; Robinson, Mark; Anderson, Margo; Kniseley, Charles; Ryder, Ruth; Cantrell, David; Ramirez, Lisa; Smith, Jamila; Medley, Joy; Smith, Edward; Johnson, Andrew
Cc: Schreier, Daniel
Subject: Follow-Up Conference Call re: GDOE Reconsideration Request
When: Monday, July 23, 2018 9:00 AM-9:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: CONFERENCE LINE And Conference Room 6C101 in LBJ
Importance: High

This was the best time slot with the most availability for everyone. The purpose of this brief conference call is discuss suggestions from Phil Rosenfelt and others regarding steps the we can take to expedite and provide further clarification to GDOE as part of the reconsideration review and approval process.

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(b)(6) **(Dial-in Number)**

Conference ID: (b)(6)

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From: OESE.RecognizED
Sent: 20 Jul 2018 15:10:00 +0000
To: OESE.RecognizED;Crawford, Ray;Jones Gaston, Treneisha;Pace, Sheba;Rogers, Melvin;Ramirez, Lisa;Adams, Bernadette;Ahmady, Lori;Akinsipe, Jasmine;Avery, Tawanda;Juanita.Baker@ed.gov;Banks, Amy;Amanda.Barney@ed.gov;Barren, Morris;Bearden, Susan;Bonner, Theanice (Contractor);Booth, Lindsay;Botel, Jason;Bradford, Sebrina;Brecher, Helene;Burton, Sharon;Callins, Corrinne;Canty, Waquesha;Carter, Denise;Choroser, Stephanie;Cleveland, Nichol;Coffman, Lisa;Cohen-Boyer, Gillian;Collins, Carolyn;Collins, James;Connors de Laguna, Kathleen;Cook, Elise;Crabtree, Rachel;Cunningham, Phavy;Davy, Shakir;DeAlmeida-Law, Ava;DeVos, Betsy;Dupree, Philnisha;Fenwick, Beverly;Fisher, Collette;Foster, Crystal;Foster, Keila;Frost, Frances;Gallup, Erik;Gipson, Chaz;Goff, Jessica;Hamilton, Josephine;Hamlin, Michael;Hannestad, Katie;Harper, Geoffrey;Harrison, Lisa;angela.he@ed.gov;Helton, Charity;Hodgdon, Jane;Horner-Smith, Mildred;Jung, Britt;nalini.lamba.nieves@ed.gov;Leu, Sharon;Lieth, Anna;Lyles, Sylvia;Mahdavi, Sarah;Malico, Melinda;Maraj, Ashley;Martinez, Maria V. (OM);McDonald-Lowe, Stacey;McLaughlin, John;McMillian-Roberts, Kathleen;Medley, Joy;Mehrotra, Pavan;Moore, ReShone;Morrisey, Jenay;Mould, Jim;Negron-Perez, Hamed;Newman, Sarah;Nordahl, Nicholas;Oberst, Megan;Outlaw, Barbara;Padgett, Jennifer;Painter, Robyn;Pugh, Catherine;Quiroz, Michael;Randolph, LaDawn;Rinkus, Christopher;Robertson, Elyse;Rodriguez, Celeste;Rooney, Patrick;Rosenfelt, Phil;Ryan, Sam;Sathya, Soumya;Saunders, Mi-Hwa;Shackel, Erin;Smith, Andrew V.;Smith, Jamila;Soo, David;Stabile, Bernardo;Stern, Jacob;Tobin, Lisa;Trettin, Sara;Tucker, Michelle;Van Pelt, Steve;Vann, Angela;Washington, Mark;White, April;Ahmad, Shavonney;White, Nicole;Casandra.Woodall@ed.gov;Woodley, Danita;Yamashiro, Amy;Zimmermann, Jacquelyn;Beynum, Kimberly;Poirier, Kylie;Fofana, Nofertary;Jackson, Stacie G.;Coley, Jerine;Venard, Elaine;Cartier, Mose;Hill, Glinda;Blomstrom, Kristen;Korinek, Lillian;Paulu, Nancy;connectED;Chapman-Thaw, Kissy;Ford, Arthur;Miceli, Roberta;Harwarth, Irene;Blue, Brittany;Quesinberry, Elaine;Dufresne, Bernard;Cook, Karolyn;Harris, Kristen (OPE);Beth, Brittany;Celestine, Thea;janie.funkhouse@ed.gov;Richards, Jim;Shaheen, Patrick;Costigan, Cara (Contractor);Haider, Madiha;Cantos, Ollie
Cc: Chin, David
Subject: FW: RecognizED: Self-Care
Attachments: The RecognizED Series 2018 #1.docx, RecognizED August 8th flyer.docx

The RecognizED Series for August 2018
Wednesday, August 8, 2018 12:00-1:00 pm
Topic: Self-Care
PRESENTER: **Celeste Rodriguez**
Room: LOCATION: 240-20 (LBJ)
(b)(6)
DISCUSSION: **It can be easy for a time to ignore and suppress worries and challenges. But what would life be like if you took time to choose to prioritize yourself? What if you did something everyday to make yourself feel good? Join us on August 8 for strategies and practices that can assist you in making yourself a priority and taking care of your mental health.**

Here is the flyer for the event.

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Presenting ....

*The RecognizED Series**

Month	Topics	Presenter	Room Numbers
April 11th	Be Poetic – A Poetry Journey	Sheba Pace	1W126
April 12th	The Library Tour	Sara Trettin	Library
May 2nd	Creative writing and the ins and outs of the writing process	April England-Albright, J.D. Jamila Montaque, J.D	(202) 991-0393
May 9th	Culture Champions	Carolyn Collins	1W126
June 13th	Employee Engagement	Treneisha Jones -Gaston	240-20
July 11th	Dignity and Respect, Part II	Ray Crawford	1W112
August 8th	Self-care	Celeste Rodriquez	240-20
September 12th	Essential Oils for cleaning & more	Denise M. Joseph	1W126
October 10th	Law-Phil-ness 2.0	Phil Rosenfelt	240-20
November 14th	Leadership and Ego, Part II	Jason Botel	240-20
December 12th	Tour of the Student Art Exhibits	Jacquelyn Zimmermann	Maryland Avenue Lobby
TBD	Growing with Value	Kathleen McMillian –Roberts	1W126

RecognizED Meet-Ups are intended to create opportunities to inspire and learn from colleagues at work through peer-to-peer learning experiences.

All sessions will be held from 12pm -1pm

*All are welcome!

For more information, please contact RecognizED@ed.gov

Reasonable Accommodations: If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Denise M. Joseph by phone at (202) 453-6702 or email at RecognizED@ed.gov no later than 5 business days prior to each event date.

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RecognizED Meet-Up

Self-Care

Wednesday, August 8, 12:00-1:00 pm

Room: 240-20 (LBJ)

(b)(6)

PRESENTER: Celeste Rodriguez

DISCUSSION: It can be easy for a time to ignore and suppress worries and challenges. But what would life be like if you took time to choose to prioritize yourself? What if you did something everyday to make yourself feel good? Join us on August 8 for strategies and practices that can assist you in making yourself a priority and taking care of your mental health.

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All are welcome! **For more information, please contact RecognizED@ed.gov**

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Cc: Chin, David
Subject: FW: RecognizED: Self-Care

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From: Washington, Mark
Sent: 22 Jul 2018 15:00:24 +0000
To: Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Coley, Jerine;Brogan, Frank;Botel, Jason;Hilsey, Shaina;Ramirez, Lisa
Subject: Goal 1 Prep for Q3 Quarterly Performance Review

Meet: Goal 1 team members. Prep the Dep Sec's Q3 QPR on 8/14/18.

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From: Zais, Mitchell
Sent: 24 Jul 2018 14:10:54 +0000
To: Zais, Mitchell;Talbert, Kent;Dowling, Maureen;Thompson, Brian;Lee, Ebony;Botel, Jason;Jones, Diane;Briggs, Ashley;Miller, Meredith
Subject: HOLD: Area of Focus 8 Meeting

(b)(6)

AMERICAN OVERSIGHT

From: Venable, Joshua
Sent: 18 Jul 2018 19:48:18 +0000
To: Venable, Joshua;Botel, Jason
Subject: HOLD: Meeting with Jason Botel

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: HOLD: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: HOLD: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: HOLD: Title IV A Briefing

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 20 Jul 2018 16:12:55 +0000
To: Brogan, Frank;Botel, Jason
Subject: HOLD Meet: Weekly Check-in

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 20 Jul 2018 16:12:55 +0000
To: Brogan, Frank;Botel, Jason
Subject: HOLD Meet: Weekly Check-in

AMERICAN OVERSIGHT

From: Ventimiglia, Eric
Sent: 25 Jul 2018 20:15:18 +0000
To: Ventimiglia, Eric;Botel, Jason
Subject: Jason interviews Tyrone Winfrey
Attachments: Tyrone Winfrey.pdf

AMERICAN OVERSIGHT

June 12, 2018

Elisabeth D. DeVos
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear U.S. Secretary of Education DeVos:

Detroit! America!

The City of Detroit, founded on July 24, 1701 by Antoine de la Mothe Cadillac, and named after the French term "the straits" along the Great Lakes, has an amazingly rich heritage and history. Currently, as contributions are made toward the most impactful renaissance since Sieur de Cadillac, we, as well as the nation, are in premier position to significantly address the educational prowess and progress of each citizen through relationship with the prestigious United States Department of Education. Presently, the greatest accomplishment that will benefit our children, youth, and adult populous is closing the achievement gap within primary/secondary, and higher education.

In their book, *"The Black-White Achievement Gap – Why Closing It Is the Greatest Civil Rights Issue of Our Time"* Rod Paige, former U.S. Secretary of Education, and Elaine Witty, discuss why eliminating the achievement gap among students of color versus the larger society must serve as the ultimate pivotal goal among academic, business, civic, and community leaders adjoined to our school systems. Objectives to reach this lofty measure must center on exceptional academic preparation, and obliterate barriers such as family and community dysfunction. Building the utmost academic achievement will accentuate the gains thus far to establish the most vibrant, and successful city, successful nation! Furthermore, according to U.S. Supreme Court Justice, Sonia Sotomayor, equality in education will foster equality among our larger society. Jointly, the equality of education in Detroit, and equality of education within our nation are inextricably important!

In moving forward, please find enclosed my curriculum vitae highlighting dynamic career experiences and an exceptional track record with established educational credentials to seek a position of national executive leadership within the U.S. Department of Education that will address the academic achievement gaps in Detroit, and overall, urban, suburban, and rural educational districts across the United States of America.

Currently, I request a meeting with you to further discuss a ground-breaking national position. Furthermore, I may be reached at (b)(6) and truly look forward to your response.

Sincerely,

Tyrone E. Winfrey, Sr.

AMERICAN OVERSIGHT

TYRONE E. WINFREY, SR.

(b)(6)

Visionary, goal oriented, and focused leader with over twenty (20) years of combined experience in education including pre-kindergarten through twelfth grade, and higher education. First Chief of Staff for the Education Achievement Authority of Michigan (EAA), a statewide "system of schools" formulated to address underperforming "priority" state schools. As a founding member of the EAA organizational structure, participated in faith-based, education, business, community, and student stakeholder engagement which led to strategic planning research for vision launch and execution of new school district. Furthermore, during previous tenure at the University of Michigan, as an Associate Director in the Office of Undergraduate Admissions, and Director of the Detroit Admissions Office, primary task was to increase underrepresented student enrollment and diversity at the undergraduate level fostering a more enriched, vibrant Ann Arbor climate and culture. Student and family recruitment/retention methodologies focused upon multiculturalism concepts and inclusionary objectives. Nationally, through positions at both the University of Michigan and Michigan State University, approximately eighty-eight thousand (88,000) students were impacted within the college readiness process including college planning outreach measures, college fairs, admissions presentations, applicant workshops, application evaluation/decision-making, follow-up communication, keynote speeches, student/family counseling, and even placement of over four thousand (4,000) Detroit Area students in college. In all career positions, the ultimate success was accomplished by building and strengthening key relationships with a myriad of primary stakeholders. Furthermore, eight (8) principal skill-sets include relationship building among stakeholders; organizational communication; public speaking to a range of diverse size audiences; counseling among students, families, and employees; recruitment and retention of student populations; professional event planning for programming needs; team-building among staff members; and organizational problem solving or "fix it" theme for constituent and organizational issues. Overall, philosophy is to instill vision and purpose within urban children, youth, parents, and families that will lead to an access and attainment of a greater quality and quantity of life through educational planning/execution. Therefore, seek executive level position within the United States Department of Education that fosters transformational ideals in connecting pre-kindergarten, elementary, middle, and high school students to higher education. Strategies will focus upon curricula rigor, standardized testing, writing skills, vocational skills establishment, leadership participation/service, faith-based and community engagement, and cognitive decision-making that influences psycho-sociological behavioral outcomes of all students. Conclusively, will value the opportunity to elevate national models to their maximum levels through systematic, systemic, seamless, and strategic innovation including best practices that increase expectant protective factors of academic achievement and character development, while simultaneously decrease environmental risk factors of poor decision-making and limited career exposure among students within our urban, suburban, and rural educational systems.

AMERICAN OVERSIGHT

PROFESSIONAL EXPERIENCE

Education Achievement Authority of Michigan; Detroit, MI

Ombudsman/Director of Parent and Community Engagement ***Jul, 2015 – Jun, 2017***

Fostered internal and external partnerships, while simultaneously negotiated/resolved student, parent, family, and employee concerns. Responsibilities included the following assignments and tasks in fulfillment of the EAA vision, mission, and core values:

- Faith-Based Outreach Visitations
- Neighborhood Engagement Activities
- Parent Concerns and Student Incidents
- Student Disciplinary Hearings
- Family Mediation Meetings
- College Engagement and Career Readiness Initiatives
- Student Recruitment/Retention Planning and Execution
- Special Assignments and Projects

Education Achievement Authority of Michigan; Detroit, MI

Acting Ombudsman ***Aug, 2014 – Jun, 2015***

Provided adherence to policies and procedures relative to student, parent, family, and community concerns; Conducted long-term suspension and alternative placement student discipline hearings; Facilitated connection opportunities for the Central Office and all schools with community outreach events, meetings, and programming that aligned with EAA vision and mission; Showcased the great academic performance and learning gains of EAA students throughout the community.

- Reconciled student, parent, family, and staff concerns through avid listening skills and investigative measures that yielded estimated eighty-eight percent (88%) resolution rate
- Counseled youth and parents regarding overall strategic behavioral planning including goal-setting, decision-making, and overall, choices/consequences differentiation
- Generated opportunities that promoted relationship building, networking, and partnerships for the EAA Chancellor and staff members within the community
- Promoted the EAA vision and mission throughout the Detroit Area and State of Michigan

AMERICAN OVERSIGHT

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Education Achievement Authority of Michigan; Detroit, MI

Chief of Staff ***Nov, 2011 – Aug, 2014***

Responsible for Executive Level planning, supervision, guidance, and execution toward building the foundation for this statewide "system of schools" in Michigan; Participated in initial strategic plan development, and standards of operations and procedures establishment for innovative delivery of pre-kindergarten through twelfth grade education; Designed relative positional tasks and divisional structures for school district; Assumed responsibility and implementation of up to fourteen (14) major assignment categories including management of up to six (6) Central Office level divisions; As member of Senior Cabinet, reported directly to the Chancellor of EAA.

- Executed high priority assignments/tasks as directed by the Chancellor of EAA
- Conducted a myriad of keynote speeches, workshop presentations, panel discussions, and/or educational remarks on behalf of the EAA Chancellor and "system of schools"
- Built dynamic community partnerships and external relationships for school district
- Coordinated weekly EAA Senior Cabinet meetings and events
- Supervised Guidance; Athletics; Student Discipline Hearings; Discipline/Behavioral Intervention; Public Safety/Security; and Safe Schools/Healthy Students Divisions
- Responded to Public Safety/Security Division and high-risk related incidents
- Partnered with the Detroit Parent Network for student, parent, and family counseling/ programming
- Partnered with the Alkebu-Lan Village for student alternatives to suspension and expulsion including mentorship
- Developed recruitment/retention strategies in-conjunction with Public Relations/ Communications Division
- Guided Communications/Recruitment campaign process within initial academic year
- Resolved student, parent, and family concerns expressed via phone, email, or in -person
- Managed inclement weather, power outage, and other related school closure process
- Planned major events for Central Office and District-Wide schools with planning committees that produced the Greater Grace Temple/National Scholarship Service College Fair & College Readiness Workshops; First Annual EAA College Application Day; First Annual EAA Armed Forces/Public Safety Day; First and Second Annual EAA Champions Banquet; and Male Mentoring Summit – Final Plan of Action
- Participated in professional affiliations such as the Learning Forward Academy - Class of 2015; Detroit Regional Chamber – Detroit Scholarship Fund Advisory Board; Governor's Detroit Urban Advisory Group; and Detroit Schools/Higher Education Consortium
- Established the initial Athletics; Higher Education; Government Relations; Student Bus Transportation; and Public Safety/Security areas of responsibility
- Evaluated prospective new principals as part of executive interview team
- Involved in initial Parent Meetings to highlight paradigm shift in education
- Supported continual development of EAA Board of Directors and Executive Committee meeting protocol and procedures
- Assisted in establishment of EAA Central Office procedures and operations as team member of first core Senior Cabinet
- Collaborated in planning/execution of statewide Community Strategic Conversations and mid-state Super Youth Leadership Summit which served as foundational events that produced primary EAA Standards of Operations and Procedures, and Strategic Plan
- Functioned as a member of EAA first core Senior Cabinet that overall planned/executed the foundation of existing "system of schools"

AMERICAN OVERSIGHT

Detroit Board of Education; Detroit, MI
Vice-President and President ***Jul, 2010 – Dec, 2011***

Served in executive board roles of major urban school district; Accentuated the growth, development, transition, and change of each Detroit Public Schools student as they reached toward their individual purpose in life; Provided longitudinal vision plan for the DPS District moving toward the year 2020; Led Board of Education Regular Open Public and Committee of the Whole Meetings.

- Provided maximum leadership in executive roles for major urban school system
- Collaborated with clergy, community, business, and educational partners
- Established plan for Detroit Board of Education to work cohesively with Emergency Managers
- Interacted with members of the Detroit Area media to foster positive public relations for the Detroit Public Schools
- Marketed the greater successes of the Detroit Public School system of urban education

Detroit Board of Education; Detroit, MI
District 4 Member and Committee Chairperson ***Jan, 2006 – Jul, 2010***

Twice elected public official; Provided leadership in the policy making, public relations, community communication, superintendent selection, and overall vision of the Detroit Public Schools; Worked tirelessly to implement academic achievement models including best practices; Helped Detroit Public Schools children, youth, parents, and families gain access to an even greater quality and quantity of life through education.

- Served as Chairperson of the Academic Achievement and Information Technology, Finance, and Human Resources Committees
- Initiated policy initiative that led to College Board – PSAT testing for each 10th and 11th grade student
- Introduced policy to provide ACT standardized testing preparation for each 11th grader
- Instilled leadership to expand Advanced Placement courses within DPS high schools
- Established first annual Detroit Public Schools Back-to-School Parade related to the marketing theme "Great Things Are Happening in Detroit Public Schools" correlated with the "I'm In" enrollment campaign
- Co-founded the Detroit Schools/Higher Education Consortium comprised of the University of Michigan – Ann Arbor; University of Michigan – Dearborn; Michigan State University; Wayne State University; Eastern Michigan University; Oakland University; and the University of Detroit Mercy to address academic achievement, curricula development, teacher training, and overall, educational quality within Detroit schools

AMERICAN OVERSIGHT

University of Michigan, Office of Undergraduate Admissions; Ann Arbor, MI
University of Michigan, Detroit Admissions Office; Detroit, MI
Associate Director and Detroit Admissions Office Director ***Aug, 2003 – Nov, 2011***

Authority for supervision and direction of Detroit urban satellite office as a significant arm of the University of Michigan; Complied with purchasing and budgeting guidelines, while demonstrating fiscal control of Detroit admissions operations; Accountability included management and yearly evaluation of team members; Participated on Ann Arbor campus management teams; Led campus-wide diversity undergraduate recruitment partnership comprised of representatives from designated schools and colleges; Led campus student focus group to address multi-cultural issues in recruitment/retention; Planned and executed major recruitment/enrollment events for a range of audiences; Fulfilled institutional objectives relative to expansion of "the admissions funnel" of prospect, applicant, admit, yield, and enrolled students while simultaneously providing the denominator of follow-up to students/families at each component of college readiness process; Member of state, regional, and national education task groups.

- Administered UM Ann Arbor: Detroit Admissions Office operations
- Executed office/programming budget
- Produced "admissions funnel" of outreach, prospect, applicant, admit, follow-up, yield, and enroll programming for underrepresented students
- Interviewed and supervised staff, and evaluated staff employment performances
- Managed local, state, and national growth within urban student recruitment
- Marketed the UM Ann Arbor to metropolitan area families nationally
- Presented recruitment objectives to numerous audiences
- Expanded College of Literature, Science, and the Arts – Comprehensive Studies Program Summer Bridge, an early student enrollment program, from a target of eighty (80) incoming students to yearly over two-hundred and fifty (250) first-year enrollees
- Collaborated with on-campus and community recruitment partners
- Facilitated commencement, honors assembly, awards, and academia keynote speeches
- Through team collaborations established the College Planning Workshops; Application Workshops; Essay Writing Workshops; Application Review/Application Decision Days; M is 4 U Spotlight; Wolverine Days; Maize and Blue Days; Michigan Days; Pre-Summer Bridge Program Orientation; and Urban Campus Visitations

University of Michigan, Office of Undergraduate Admissions; Ann Arbor, MI
University of Michigan, Detroit Admissions Office; Detroit, MI
Assistant Director ***Jan, 1998 – Aug, 2003***

Ensured clear attainment of Ann Arbor campus principles within planning, implementation, and evaluation of Detroit urban satellite office; Counseled numerous students and/or families regarding the benefits and value of enrollment at a large, rigorous, highly-ranked, yet personable institution through the accessibility and visibility of the Detroit Admissions Office; Marketed the University of Michigan to thousands of individuals within urban, suburban, and rural audiences through faith-based, high school, community, and/or on-campus programming; Evaluated approximately one thousand (1,000) potential undergraduate student applications per academic

AMERICAN OVERSIGHT

ED-17-0431-F-005099

Page 627

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:23:39 +0000
To: Botel, Jason;Rinkus, Christopher
Subject: MEET: Check in with Chris

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Jul 2018 12:58:09 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Check In with Venita
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Check In with Venitia

- (b)(6)
-
-

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 25 Jul 2018 12:58:09 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Check In with Venita
Attachments: Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Richardson, Venitia
Subject: Meet: Check In with Venitia

- (b)(6)
-
-

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 23 Jul 2018 16:14:22 +0000
To: Brogan, Frank;Botel, Jason;Washington, Mark;Stader, Jim
Subject: Meet: Jason, Frank, Mark, Jim

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 18 Jul 2018 19:49:49 +0000
To: Hilsey, Shaina;Botel, Jason
Subject: Meet: Jason and Josh

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:28:51 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Meet: Weekly Check in with Shaina
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

- Session 6 ERM
- OESE ready to lead remarks?
- Does Ebony know you will be calling her on 8/1? Should I reach out to Alexandra?
- Regulatory Reform Task force 8/7 9am
- Conference Call 8/8 11am

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:28:51 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Meet: Weekly Check in with Shaina
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

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- Conference Call 8/8 11am

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:28:51 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Meet: Weekly Check in with Shaina
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
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AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:15 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 13:28:51 +0000
To: Botel, Jason;Hilsey, Shaina
Subject: Meet: Weekly Check in with Shaina
Attachments: Untitled, Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

- Session 6 ERM
- OESE ready to lead remarks?
- Does Ebony know you will be calling her on 8/1? Should I reach out to Alexandra?
- Regulatory Reform Task force 8/7 9am
- Conference Call 8/8 11am

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Botel, Jason;Hilsey, Shaina
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 16:10:25 +0000
To: Botel, Jason;Brogan, Frank
Subject: Meet: Weekly Check-in
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Brogan, Frank
Subject:

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 20 Jul 2018 16:06:41 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Weekly Check-in

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 20 Jul 2018 16:06:41 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Weekly Check-in

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 20 Jul 2018 16:03:43 +0000
To: Brogan, Frank;Botel, Jason
Subject: Meet: Weekly Check-in

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 20 Jul 2018 16:10:25 +0000
To: Botel, Jason;Brogan, Frank
Subject: Meet: Weekly Check-in
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

Sent: 4 Dec 2018 22:05:16 +0000
To: Brogan, Frank;Botel, Jason
Subject:

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 20:23:01 +0000
To: DeVos, Betsy;Botel, Jason;EDCalendar
Subject: Meeting with Megan Power, School Ambassador Fellow

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: MOVING: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: MOVING: Title IV A Briefing

AMERICAN OVERSIGHT

From: Cantrell, David
Sent: 20 Jul 2018 15:49:08 +0000
To: Cantrell, David;Botel, Jason;Hall, Marilyn;Lyles, Sylvia;Miceli, Roberta;Proctor, Tammy;Ramirez, Lisa;Ramsey, Tara;Rooney, Patrick;Washington, Mark;Gillette, Lisa;Hunter, Tina
Cc: Lieth, Anna;Taliaferro, Jason;Walls, Kristen;Georgia, Michelle;Meyertholen, Patricia
Subject: OESE / Performance Plan Discussion

Directors,

The purpose of this meeting is to discuss development of FY19 performance plans and identification of common tasks to be included in each offices performance plan by grant function (e.g., grant making – steps leading up to and including approval of slate memos; performance review – risk assessment and conducting monitoring, etc.).
Examples of tasks will be provided by grant function with the performance plan shell.

Group Leaders are welcome to attend, as you deem appropriate.

*This was the best time next week considering individual schedules; my apologies in advance.
D.

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 25 Jul 2018 22:16:40 +0000
To: DeVos, Betsy;EDCalendar;Brogan, Frank;Botel, Jason
Subject: Phone Call with Governor Gina Raimondo, Rhode Island

Direct Dial:

Dial: 866-953-6638
Code: 745-0070 (BDV, Staff)
Leader: 147-3674 (Sarah)

AMERICAN OVERSIGHT

From: Rodriguez, Celeste
Sent: 19 Jul 2018 13:43:41 +0000
To: Rodriguez, Celeste;Trettin, Sara;Broadwater, Sara;Allen, Sarah;Ramirez, Andrea;Rush, Angel;Tesoriero, Vanessa;OCO All Users;OESE All Users;Ramakis, Jessica;Robinson, Vicki;Wilson, Richard;Ventimiglia, Eric;Davis, Martha;Rosenfelt, Phil;Conaty, Joe;Metz, Edward;Morrow, Jean;Caudillo, Emmanuel;Viana, Aimee;Viana, Jose;Schneider, Diana;Utz, Robin;Palacios, Albert;Miller, Rebecca;McLaughlin, Maureen
Subject: School Ambassador Fellowship Anniversary

AMERICAN OVERSIGHT

From: Rodriguez, Celeste
Sent: 19 Jul 2018 13:43:41 +0000
To: Rodriguez, Celeste;Trettin, Sara;Broadwater, Sara;Allen, Sarah;Ramirez, Andrea;Rush, Angel;Tesoriero, Vanessa;OCO All Users;OESE All Users;Ramakis, Jessica;Robinson, Vicki;Wilson, Richard;Ventimiglia, Eric;Davis, Martha;Rosenfelt, Phil;Conaty, Joe;Metz, Edward;Morrow, Jean;Caudillo, Emmanuel;Viana, Aimee;Viana, Jose;Schneider, Diana;Utz, Robin;Palacios, Albert;Miller, Rebecca;McLaughlin, Maureen
Subject: School Ambassador Fellowship Anniversary

Dear Wonderful ED Colleagues,

On Thursday, July 26, alumni from the Teacher and Principal Ambassador Fellowship and the current cohort of the School Ambassador Fellowship will convene at ED to celebrate 10 amazing years of this program. You are invited to participate in the day through discussions with the Alumni and current Fellows. The first half of the hour will kick-off with alumni sharing their big projects at ED and in return, we would love for you to be part of that discussion and to share how you have worked with Fellows and Alumni in the last ten years. The second half of the hour will be dedicated to learning about what these innovative and diverse educators have accomplished since their Fellowship. The attendees represent at least ten different states and roles in schools, districts, and non-profit organizations.

You do not need to commit to the whole hour, but I know Fellows and Alumni would be excited to see many ED staff members during that time to recognize their impact and to reconnect. If you have not worked with the Fellowship in the past, please come down to learn more about the different work of Fellows across the years and to learn how they may assist you in the future.

Thank you and as always, if I can facilitate the Fellows' expertise and involvement into your work, please let me know. We will be welcoming a new cohort very soon, so stay tuned for further information!

Best,
Celeste

Teacher Liaison
School Ambassador Fellowship
Sign up for ED's ***The Teachers Edition*** newsletter

P.S. If are other colleagues you think may be interested in sharing their experiences with Fellows or learning more, please feel free to forward this invite!

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 18 Jul 2018 20:08:54 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: Sharepoint

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To: ark;Botel, Jason;Brogan, Frank
Subject:

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 24 Jul 2018 18:01:13 +0000
To: ED Internal Communications;DoED - All ED Employees
Subject: Supreme Court Case Roundup 2017-2018 in LBJ and Streaming on 7/26

Join colleagues for this timely session on recent Supreme Court cases that relate to civil rights and the work of the Department. The event will be held on Thursday, July 26, from 1:30 to 3:30 pm ET and is co-sponsored by the OCR Academy and the OGC Workplace Improvement Team.

Staff may attend in-person in Barnard Auditorium, LBJ Building or watch on Mediasiteand EDstream with captioning. One can also watch the session later via the archives at the same links.

A panel of experienced attorneys will review key cases:

- Phil Rosenfelt, OGC, Deputy General Counsel
- Justin Riemer, OGC, Deputy General Counsel
- Will Trachman, OCR, Deputy Assistant Secretary for Policy and Development

The six cases to be discussed include:

- Carpenter v. United States
- National Institute of Family and Life Advocates v. Becerra
- Murphy v. National Collegiate Athletic Association
- Husted v. A. Philip Randolph Institute
- Janus v. American Federation of State, County & Municipal Employees Council
- Masterpiece Cakeshop v. Colorado Civil Rights Commission

OGC student interns will introduce the cases and prepared a comprehensive handout summarizing the cases that will serve as reference material for this session. Those who RSVP to Kenny Yi at Kenny.Yi@ed.gov will receive the handout in advance of the event.

If you have additional questions, contact Ollie Cantos at 202-453-6543 or via email at Ollie.Cantos@ed.gov.

AMERICAN OVERSIGHT

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To: ED Internal Communications;DoED - All ED Employees
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The six cases to be discussed include:

- Carpenter v. United States
- National Institute of Family and Life Advocates v. Becerra
- Murphy v. National Collegiate Athletic Association
- Husted v. A. Philip Randolph Institute
- Janus v. American Federation of State, County & Municipal Employees Council
- Masterpiece Cakeshop v. Colorado Civil Rights Commission

OGC student interns will introduce the cases and prepared a comprehensive handout summarizing the cases that will serve as reference material for this session. Those who RSVP to Kenny Yi at Kenny.Yi@ed.gov will receive the handout in advance of the event.

If you have additional questions, contact Ollie Cantos at 202-453-6543 or via email at Ollie.Cantos@ed.gov.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 19 Jul 2018 21:03:25 +0000
To: Lee, Ebony;Pelton, Charles;Baeza, Mayra;Morrow, Jean;Ferguson, Gillum;Botel, Jason;Blew, James;Ramirez, Andrea;Norris, Elizabeth
Subject: Teacher

A follow up to the teacher briefing given to the Secretary and to discuss next steps with roundtables.

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 23 Jul 2018 19:22:24 +0000
To: Lee, Ebony;Pelton, Charles;Baeza, Mayra;Morrow, Jean;Ferguson, Gillum;Botel, Jason;Blew, James;Ramirez, Andrea;Norris, Elizabeth;Oppenheim, Peter;Bailey, Nathan
Subject: Teacher 2

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: Title IV A Briefing

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 23 Jul 2018 14:13:19 +0000
To: DeVos, Betsy;EDCalendar;Muniz, Carlos;Rosenfelt, Phil;Lee, Ebony;Botel, Jason;Brogan, Frank;Rinkus, Christopher;Zais, Mitchell;Oppenheim, Peter;Eitel, Robert
Subject: Title IV A Briefing

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 23 Jul 2018 15:13:57 +0000
To: Brogan, Frank;Botel, Jason
Subject: Travel to LBJ

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 23 Jul 2018 15:13:33 +0000
To: Brogan, Frank;Botel, Jason
Subject: Travel to NAESPA

AMERICAN OVERSIGHT

From: Kesner, Paul
Sent: 23 Jul 2018 19:19:57 +0000
To: Kesner, Paul;Lee, Erica;Hammer, Victoria;Peternith, Rachel;Lustig, Amy;Harris, Lisa (OGC);Rinkus, Christopher;Botel, Jason;Ramirez, Lisa;Foy Moss, Rita
Subject: Unsafe School Choice Policy Discussion

Scheduling a time to discuss and resolve issues which arose on the planned data collection around the Unsafe School Choice Policy, which was recently reviewed. It is a challenge to get this group's calendar aligned, but this time did work for everyone. An agenda, summarizing the points for discussion, and a location will be sent shortly.

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 17:11:39 +0000
To: Botel, Jason;Collett, Johnny;Rinkus, Christopher;Richey, Kimberly
Subject: Update about Special Project

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 24 Jul 2018 17:11:39 +0000
To: Botel, Jason;Collett, Johnny;Rinkus, Christopher;Richey, Kimberly
Subject: Update about Special Project

AMERICAN OVERSIGHT

From: Rooney, Patrick
Sent: 25 Jul 2018 13:59:17 +0000
To: Rooney, Patrick;Faiella, Matt;Brown, Janis;Clark, Jane;Ramirez, Lisa;Botel, Jason;Hammer, Victoria;Santy, Ross;Anderson, Michael (OGC);McHam, Gerren;Hill, Elizabeth;Bailey, Nathan;Norris, Elizabeth;Rinkus, Christopher
Subject: Update on CRDC data on state and district report cards
Attachments: Update on Civil Rights Data Collection files for state and local report cards

All – I wanted to bring together OESE, IES, OCR, OPEPD, and OGC to discuss the timing for providing state CRDC files to states for them to include on the state and district report cards. For the meeting we want to discuss two challenges:

1. The long-term problem of the commitment we have made to give states the CRDC data ESEA requires them to include in their report cards.
2. The short-term problem for getting the CRDC files to states this summer for 2017-2018 report cards.

Below is an email that was sent out to states recently about the data file release for this summer.

Please forward this invitation to anyone else who should be included in this meeting. Thanks.

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Rooney, Patrick
Sent: 19 Jun 2018 21:59:53 +0000
To: TITLEIDIRECT@LISTSERV.ED.GOV
Subject: Update on Civil Rights Data Collection files for state and local report cards

Dear Colleagues,

As you may be aware, on April 24, 2018, the U.S. Department of Education's (the Department) Office for Civil Rights (OCR) released the results of the 2015-16 school year Civil Rights Data Collection (CRDC). The CRDC contains valuable information collected from every district in the country on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels. We are excited not only about the recent release of the data but also that certain CRDC data will be included on State and local report cards, pursuant to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The addition of the CRDC data will bring a more well-rounded picture of school quality that is important to parents and other stakeholders.To that end, I am writing to provide you with an update on the process for meeting the requirement to provide data collected through the CRDC on State and local report cards.

As you know, the ESEA requires States and districts to include certain data from the CRDC on their report cards starting with report cards following the 2017-18 school year. In the 2017 Report Card Guidance (see section H), we indicated that we would provide the CRDC data to each State, in order to ensure consistency with the manner in which the data are released by the Department. Among other things, this is necessary to ensure that the data on report cards in consistent with what is publicly available from the Department and to safeguard students' privacy. Now that the 2015-16 CRDC data have been released, we wanted to provide an update on the Department's current work to develop State-specific data files to assist you in creating your 2017--18 report cards.

Presently and through the early part of this summer, the Department will work with a small number of districts to correct errors in those districts' previously submitted 2015-16 CRDC data. Following completion of that data correction process, the Department anticipates that it will make State-specific data files available to States in the late summer or early fall. We anticipate creating a file for each State that will be posted on the Department's website. Once information is available, another communication will be sent to all States to let them know that the data are available.

We know that you are all working hard to prepare your 2017-18 report cards and that many of you are eager to receive your State-specific CRDC data so you can incorporate it into your report cards in meaningful ways. We are excited about the opportunities to further highlight this data and are working to make sure the data are accurate and complete before sharing the data with you. In the meantime, we encourage you to continue moving forward with the process and not delay any report card activities while you wait for the CRDC data to be available. If you have questions, please contact your OSS program office at OSS.[State]@ed.gov (e.g., OSS.NewYork@ed.gov).

AMERICAN OVERSIGHT

Best,

Patrick
Office of State Support

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
Sent: 23 Jul 2018 15:22:46 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Conaty, Joe;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael;Ramakis, Jessica;Hammer, Victoria;Jones, Diane;St.Pierre, Tracey;Viana, Aimee;Schneider, Mark;Ramirez, Andrea;Miller, Daniel J;Stader, Jim;Marcus, Kenneth;Brogan, Frank;Blew, James
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam;Abramczyk, Nicholas;Collett, Johnny;Webster, Douglas;McCloskey, Amber;Talbert, Kent;Kean, Larry;Muniz, Carlos;Trachman, William
Subject: Weekly Career-Political Leadership Meeting Conference (b)(6)
(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2018 14:45:33 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta;Rinkus, Christopher;Post, Aubrey;Rinkus, Christopher;Post, Aubrey
Bcc: WDCFB6-3W336
Subject: MEET: Florida- Essa

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2018 14:45:33 +0000
To: Botel, Jason;Brogan, Frank;Botel, Jason;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta;Rinkus, Christopher;Post, Aubrey
Bcc: WDCFB6-3W336
Subject: MEET: Florida- Essa

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2018 14:45:33 +0000
To: Botel, Jason;Brogan, Frank;Ramirez, Lisa;Rooney, Patrick;Miceli, Roberta;Rinkus, Christopher;Post, Aubrey
Bcc: WDCFB6-3W336
Subject: MEET: Florida- Essa

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Christopher;Hilsey, Shai
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 17:25:48 +0000
To: Botel, Jason;Jackson, Stacie G.;Hilsey, Shaina
Subject: Approving TMS Plan

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:08:16 +0000
To: Botel, Jason;Brogan, Frank;Lieth, Anna
Subject: Brief: 18-009492

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:08:16 +0000
To: Botel, Jason;Botel, Jason;Brogan, Frank;Lieth, Anna
Subject: Brief: 18-009492

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:08:16 +0000
To: Botel, Jason;Brogan, Frank;Lieth, Anna
Subject: Brief: 18-009492

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:08:16 +0000
To: Botel, Jason;Hodel, Hannah;Brogan, Frank
Cc: Lieth, Anna;Lieth, Anna (Anna.Lieth@ed.gov)
Subject: Brief: 18-009492

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2018 14:08:16 +0000
To: Botel, Jason;Hodel, Hannah;Brogan, Frank
Cc: Lieth, Anna (Anna.Lieth@ed.gov)
Subject: Brief: 18-009492

AMERICAN OVERSIGHT

From: Okahara, Kim
Sent: 17 Jul 2018 19:05:59 +0000
To: Okahara, Kim;Ramirez, Lisa;Blew, James;Anderson, Margo;Cantrell, David;Saunders, Mi-Hwa
Cc: Botel, Jason
Subject: Briefing: Comprehensive Centers - NPP
Attachments: CC Recompetition Proposal, 7.18.18.pdf, OESE NPP Comp Centers 84.283B - draft 2.docx

Update: 7/17/2018
Attachment 1: Comprehensive Centers – FY19 Re-competition proposal
Attachment 2: Round 2 NPP (clean)

Agenda

- Introductions
- Overview of re-competition proposal
- Discussion
- Next steps

Note: Copies of Attachment 1 will be provided.

The purpose of this meeting is to provide an overview of the vision of the FY19 comprehensive centers. Attachments are forthcoming.

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CCNETWORK
Comprehensive Center Network

COMPREHENSIVE CENTERS

Recompetition Proposal

JULY 18, 2018

SSRP
SCHOOL SUPPORT AND RURAL PROGRAMS

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CURRENT FY12 MODEL

CCNETWORK
Comprehensive Center Network

15
REGIONAL CENTERS

1-7 SEAs

7
CONTENT CENTERS

1. State Capacity and Productivity
2. College and Career Readiness
3. Early Learning
4. Teachers and Leaders
5. Innovations in Learning
6. School Turnaround
7. Standards and Assessments

Authorization: Title II, ETAA

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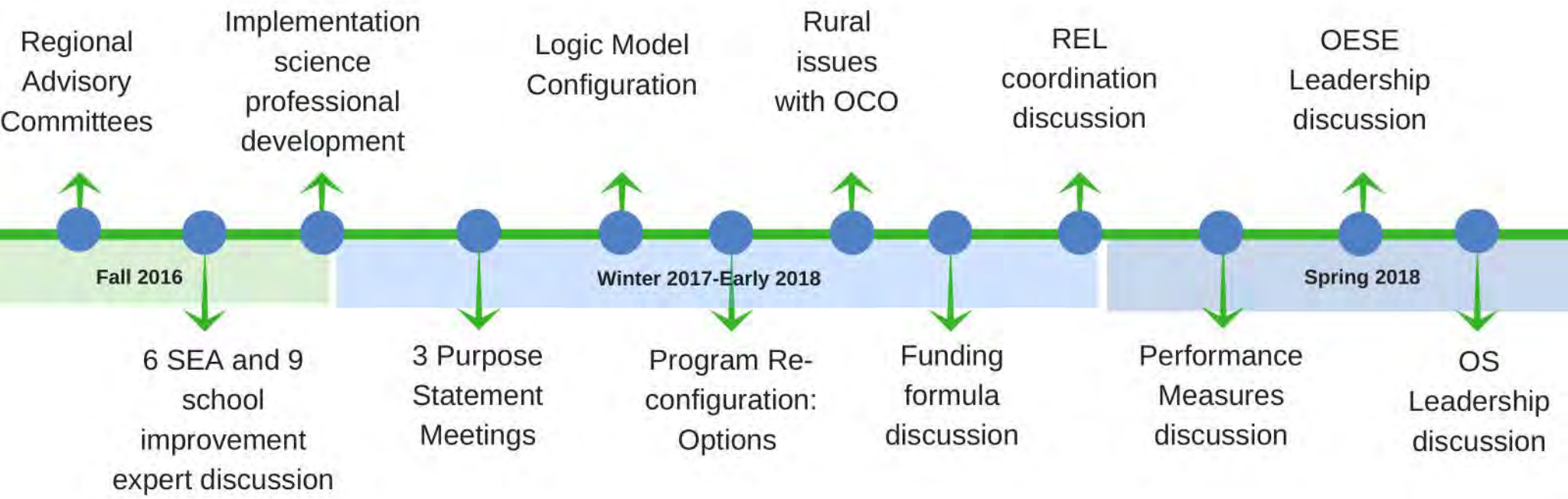
STAKEHOLDER ENGAGEMENT



POCS CONSULTED:

- 27 member 6 POC Advisory Group
- OCTAE
- OSERS (OSEP)
- OESE (SSRP, OSS, OSHS)
- OGC
- OPEPD (Budget, PPSS)
- IES (RELs)
- OCO (Office for Rural Outreach)

COLLABORATIVE RESULTS

- Purpose statement
- Logic Model
- Program Requirements
- Program Configuration

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POST-STAKEHOLDER ENGAGEMENT CONSIDERATIONS

CCNETWORK Comprehensive Center Network

1. Provide individualized support to **State-specific** priorities and needs

2. Staff **content experts** directly aligned to state needs

3. Increase likelihood of client outcomes by aligning Centers to **evidence-based frameworks**

4. **Avoid duplication** of effort

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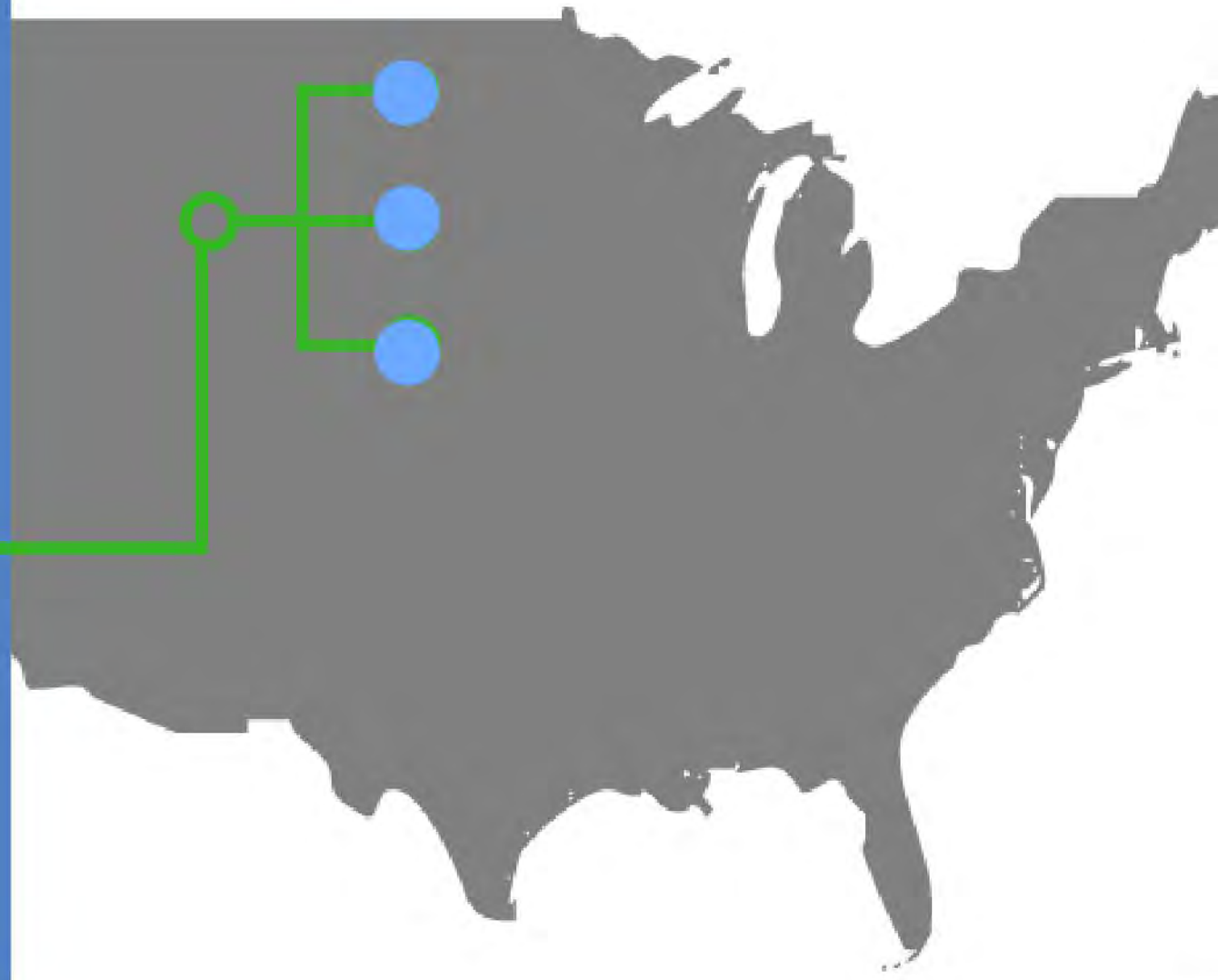
PROPOSED FY19 MODEL

CCNETWORK Comprehensive Center Network

19
REGIONAL CENTERS

1
NATIONAL CENTER



Authorization: Title II, ETAA

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REGIONAL CENTER REQUIREMENTS

CCNETWORK Comprehensive Center Network

REQUIREMENT	SOURCE
• Address Secretary's Final Supplemental **Priorities**	83 FR 9096
• Support programs authorized in the **ESEA Consolidated State Plan**	Title II, ETAA; RAC Report
• Implement **evidence-based practices**	
• Assist in Comprehensive and Targeted **school improvement** supports	ESSA section 1111(d); RAC Report; ED Strategic Plan, Obj. 1.2-1.4
• Support **implementation frameworks**	UNC, Chapel Hill; IDEA Data Center
• Assist with Department-issued **corrective actions** and monitoring findings	
• Support **rural LEAs** with unique obstacles facing rural populations	Appropriations Act, 2017; RAC Report
• Collaborate with the **National Center**	

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STATE PROJECTS OF 19 REGIONAL CENTERS

CCNETWORK Comprehensive Center Network

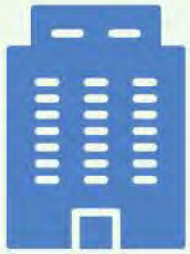
SEA & CC PLAN ON APPROPRIATE PROJECT ALIGNED TO STATE PLAN

- **Executive Sponsor:** Chief State School Officer or designee
- **SEA Commitment:** SEA must be consulted and agree to a project's scope of work

SEA CHOOSES APPROPRIATE RECIPIENTS

- **Recipient:** SEA identifies the recipients of services:
  - SEA
  - REA
  - LEA
  - school

CC BUILDS CAPACITY OF RECIPIENTS



- **Delivery:** CC works with SEA-identified recipients to carry out implementation plan and provide capacity- building services

CC EVALUATES OUTCOMES WITH RECIPIENTS & SEA SPONSOR

- **Evaluation:** CC works with recipients and/or SEA to monitor outcomes consistent with project statements and ESSA Consolidated State Plans

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Authorization: sec 203(e)Title II, ETAA

1 NATIONAL CENTER

CCNETWORK Comprehensive Center Network

PEER-TO-PEER EXCHANGE

Coordinate multi-SEA and LEA exchanges and communities-of-practice

COMMUNICATIONS PLAN

Conduct outreach activities for stakeholder groups to promote coordinated Center efforts among varying audiences

PUBLICLY AVAILABLE RESOURCES

Disseminate and create publicly available CC resources and products

NATIONWIDE WEBSITE

Maintain website linked to other federally-funded sites; provide access to network-funded resources, events, and services

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19 Regional Centers

1 National Center

INTENSIVE

STATE PLAN IMPLEMENTATION SERVICES

- State commitment
- Needs assessment
- Evidence-based solution(s)
- Planning
- Fidelity of implementation
- Intensity (frequency, type, duration)
- Accountability (outputs and outcomes)

TARGETED

PEER-TO-PEER EXCHANGES

- Multi-SEA or LEA exchanges, including communities of practice to reduce duplication
- Collaboratively managed with National Center and respective Regional Center(s)

UNIVERSAL

PUBLICLY AVAILABLE RESOURCES

- Publishes and maintains public CC Network website
- Works with Regional staff to adapt nationally applicable resources

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ADDITIONAL INFORMATION

CCNETWORK
Comprehensive Center Network

SSRP
SCHOOL SUPPORT AND RURAL PROGRAMS

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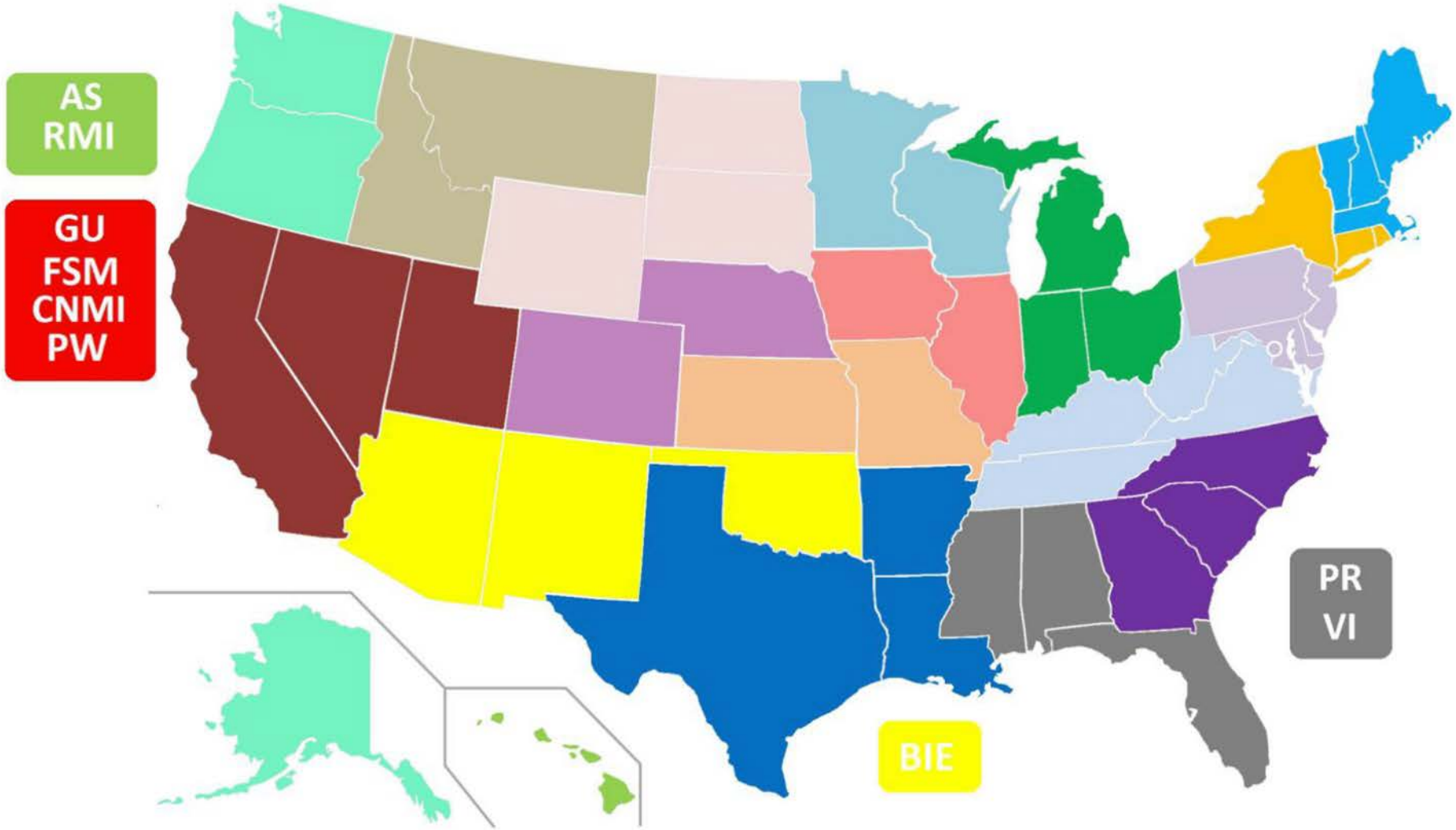
19 REGIONAL CENTERS



2-5 SEAs per Center

1 RCC responsible for all BIE entities

Each REL assigned to 1-2 RCCs

U.S. territories broken down to account for high travel costs

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PROJECT CYCLE ALIGNED TO LOGIC MODEL

CCNETWORK Comprehensive Center Network

SEA MAKES REQUEST

SEA Chief State School Officer engage in discussions about LEA involvement

NEEDS ASSESSMENT

CC and client assess needs with root cause analysis

NEEDS AND SOLUTIONS IDENTIFIED

CC and client identify evidence-based interventions based on a sound logic model

IMPLEMENTATION PLAN

Effective, differentiated capacity-based services outlined in implementation plan to achieve evidence-based intervention

IMPLEMENTATION

CC works with client to carry out implementation plan based on sound logic model

MONITOR & EVALUATE

CC aids in monitoring project milestones, outputs, and outcomes for fidelity of implementation

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PERFORMANCE MEASURES

CCNETWORK Comprehensive Center Network

1. The extent to which Comprehensive Centers report **client satisfaction**
2. The extent to which Comprehensive Centers demonstrate **outputs** were met
3. The extent to which Comprehensive Centers demonstrate **outcomes** were met
4. The extent to which Comprehensive Centers demonstrate that capacity-building services were **implemented as intended**

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PROS

Requires Regional Centers to be **subject-matter-experts** in topical areas and implementation science

Smaller regions allow for better customized supports

Regional Center **intensive supports** are more likely to lead to sustainable client impacts

Coordination Center will **reduce duplication** of nationwide resources and peer-to-peer exchanges by examining Regional Center trends

Coordination Center will be well-positioned to **collaborate with the RELs**

Addresses **rural supports** aligned to requests in Senate Report 114-274 (Appropriations Act, 2017) and Sec. 5005 Report on Rural Education

CONS

1. Some Regional Centers may have **difficulty retaining national experts**
2. Smaller SEA regions may **increase overhead costs**
3. Regional Centers operate at **more costly** intensive support level
4. Coordination Center **may make it difficult for Regional Centers to create or publicize resources** that may be helpful to other states
5. Without Content Centers there may be **less collaboration** with other topically-focused federally-funded centers
6.

CCNETWORK Comprehensive Center Network

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CONSIDERATIONS?

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DEPARTMENT OF EDUCATION

34 CFR Chapter II

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[redacted]

[1] Throughout this notice, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

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[6] Ibid, pages 5-8

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[7] See Comprehensive Center Logic Model in this notice.

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AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 14:10:51 +0000
To: Botel, Jason;Hodel, Hannah
Subject: Call: RRTF Meeting Notes

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 14:10:51 +0000
To: Botel, Jason;Hodel, Hannah
Subject: Call: RRTF Meeting Notes

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 12 Jul 2018 14:42:09 +0000
To: Brogan, Frank;Botel, Jason
Subject: Canceled: Meeting with President Joann P. DiGennaro, Center for Excellence in Education
Attachments: BP Meeting with Joann DiGennaro.docx
Importance: High

AMERICAN OVERSIGHT

BRIEFING FOR SECRETARY BETSY DEVOS
MEETING WITH JOANN DIGENNARO, PRESIDENT, CENTER FOR EXCELLENCE IN EDUCATION

Thursday, July 12, 2018
1:15 p.m. – 1:45 p.m. EDT
Washington, DC

Staff Contact: Elizabeth Norris, 202403-4685

OVERVIEW:
You will meet with Joann DiGennaro, President of the Center for Excellence in Education; Dr. Lorna Gladstone, Gladstone Foundation and Ms. Tracy Key, Key & Associates.

PURPOSE:
To discuss the Department's support of our brightest and talented high school students; STEM teacher certification requirements; mandates for high school and college students to take a U.S. history course; and an overview of diversity mandates, Title IX and speech codes on US campuses

BACKGROUND:

- You met Joann DiGennaro earlier this year at the Center for Excellence in Education's Congressional Luncheon on April 18. This meeting is a result of your initial meeting with her.

ED's Support for Gifted Students

- The ***Jacob K. Javits Gifted and Talented Students Education Program (Javits)*** is authorized under Section 4644 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (20 U.S.C. 7294).
- Supports evidence-based research, demonstration projects, innovative strategies and similar activities designed to build and enhance the ability of elementary and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.
- Fiscal year (FY) 2018 funding for the Javits program is $12,000,000. The Javits program currently funds 35 active grants. The program also funds the National Center for Research on Gifted Education that is administered by the Institute of Education Sciences (IES) under a cooperative agreement.
- The grants can be used for evidence-based research, operating model projects and exemplary programs, disseminating information regarding how gift programs work and training personnel.

STEM & The Department

- This past fall, President Trump released a memorandum directing ED to devote at least $200 million in grant funds per year to promote high-quality STEM education, including computer science. ED takes this directive very seriously,

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and is using its existing discretionary grant programs and the Secretary's STEM Priority to actionize the President's directive.
    - For example, ED's Education Innovation and Research (EIR) grant notices have a STEM absolute priority and will devout at least $50 million to STEM in FY 2018.
- On July 26, 2017, President Trump announced he would donate his salary for the second quarter of the year ($100,000) to ED as a donation for a STEM-focused camp for students. ED plans to use the funds to co-host a STEM camp this summer, called "She Can" and will be held July 23-August 17.
- STEM teacher certification requirements:
    - Teacher certification requirements are enforced by the States, the Department does not provide guidance on STEM teacher certification requirements.
    - Many States have alternative certification programs for STEM teachers, especially those who work in a STEM field and want to transition to teaching.
    - One of the Department's programs related to STEM + teachers is :
        - The Teacher Quality Partnership Grant Program (TQP) aims to enhance the quality of prospective teachers through professional development, holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing talented teachers and recruiting effective individuals. This program includes a STEM competitive preference priority. In 2017 ED awarded over $27 million in this program.

Mandates for U.S. History Courses

- Nothing in the Federal law requires that schools teach U.S. History. Many States, however, do have laws that require U.S. History is taught.
- The National Assessment of Educational Progress (NAEP) does assess student's proficiency on U.S. History.
    - In 2014, scores stayed about the same and only 18% of students performed at or above the proficiency level.

Overview of diversity mandates, Title IX and Speech Codes on US Campuses

Diversity Mandates:

- Institutions should follow case law—and rely less on ED guidance—and should not adopt race classifications for admissions without an exhaustive process ahead of time that takes into account the case law.
- The Department believes in the value of diversity, but that is distinct from racial quotas or schools wanting to use racial classifications to compensate for historical injustices.

Title IX

- ED believes in vigorously enforcing prohibitions on sexual harassment; there is universal agreement that sexual harassment is unacceptable.

AMERICAN OVERSIGHT

- Vigorous enforcement must go hand in hand with due process for the accused, and the need to ensure that accused students are not subjected to disciplinary action without being fairly and equitably included in a grievance process.

Speech Codes

- There is no First Amendment exception for "hate speech," and ED cannot require an institution to engage in conduct that violates the First Amendment.
- Speech codes should not be used as a means to suppress politically unpopular ideas; schools, especially colleges, are places where debate ought to thrive.

MEETING LOCATION:

LBJ Department of Education Building
Office of the Secretary
400 Maryland Avenue, SW
Washington, DC 20202

PRESS PLAN:

This event is **CLOSED** press.

AV/ROOM SETUP:

No A/V

SEQUENCE OF EVENTS:

1:15 p.m. Meeting begins
1:45 p.m. Meeting concludes

REMARKS/ACKNOWLEDGEMENTS:

No formal remarks

KEY ATTENDEES:

Joann DiGennaro, President, Center for Excellence in Education

- The Center for Excellence in Education (CEE) is a nonprofit dedicated to improving STEM education through national programs for students and teachers.
- The Center's mission is to nurture high school and university scholars to careers of excellence and leadership in science, technology, engineering, and mathematics, and to encourage collaboration between and among leaders in the global community.
- President George W. Bush appointed Ms. DiGennaro to the U.S. War College Board of Trustees.
- She received her BS Degree from Purdue University, her MS from the University of Maryland, and her JD from George Mason University.

AMERICAN OVERSIGHT

Dr. Lorna Gladstone, The Gladstone Foundation

- The Gladstone Foundation is a charitable nonprofit based out of Mclean, VA.
- Dr. Gladstone is the current President of Gladstone Consulting and the current Vice President of Educate Bwindi.
- She has a BA in Comparative Literature from the University of Wisconsin-Madison and an MA and Ph.D from the University of Chicago.

Tracy Key, Partner at Key & Associates

- Key & Associates is a general consulting service specializing in leadership development, fundraising and event management for political, corporate and non-profit clients.
- Key & Associates has worked with Barbara Comstock, America's Unofficial Ambassadors, Cole for Congress and "The Path to Jill's House".
- Ms. Key holds a BA from James Madison University.

ATTACHMENTS:
None

SITE CONTACT:
Sarah Delahunty
202-480-1542
Sarah.Delahunty@ed.gov

THANK YOU NOTES:
None

###

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 12 Jul 2018 13:58:39 +0000
To: Ramirez, Lisa;Botel, Jason
Subject: Canceled: Personnel
Importance: High

AMERICAN OVERSIGHT

From: Honeysett, Adam
Sent: 10 Jul 2018 20:29:36 +0000
To: Honeysett, Adam;Botel, Jason
Cc: Hilsey, Shaina
Subject: CCSSO Federal Liaison Summer Meeting - Jason Botel

AMERICAN OVERSIGHT

From:
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Jul 2018 11:11:46 +0000
To: Botel, Jason;Ramirez, Lisa
Subject: discuss sharepoint

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay;Brogan, Frank
Cc: Peasley, Donald (Donald.Peasley@ed.gov);Liu, Rebecca
Subject: Document #19-009631

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Cc: Peasley, Donald (Donald.Peasley@ed.gov)
Subject: Document #19-009631

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Botel, Jason;Rigling, Kay
Subject: Document #19-009631

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From: Botel, Jason
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Subject: Document #19-009631

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Cc: Peasley, Donald;Liu, Rebecca
Subject: Document #19-009631

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To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Cc: Peasley, Donald (Donald.Peasley@ed.gov);Peasley, Donald (Donald.Peasley@ed.gov);Peasley, Donald (Donald.Peasley@ed.gov)
Subject: Document #19-009631

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From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Subject: Document #19-009631

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From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay;Brogan, Frank
Cc: Peasley, Donald (Donald.Peasley@ed.gov);Liu, Rebecca
Subject: Document #19-009631

AMERICAN OVERSIGHT

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Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Subject: Document #19-009631

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Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Subject: Document #19-009631

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 15:31:32 +0000
To: Botel, Jason;Rooney, Patrick;Miceli, Roberta;Ramirez, Lisa;Spitz, Deborah;Rigling, Kay
Cc: Peasley, Donald (Donald.Peasley@ed.gov)
Subject: Document #19-009631

AMERICAN OVERSIGHT

From: DeVos, Betsy
Sent: 17 Jul 2018 14:12:15 +0000
To: DeVos, Betsy;EDCalendar;Brogan, Frank;Botel, Jason
Subject: Drop By: Meeting with Delegation from Guam Department of Education Officials

AMERICAN OVERSIGHT

From: ED_Diversity_and_Inclusion_Council
Sent: 11 Jul 2018 19:59:49 +0000
To: ED_Diversity_and_Inclusion_Council;Carter, Denise;Manning, James;Webster, Douglas;Gray, Jason;Bailey, Nathan;Jackson, Candice;Wooten, Michael;Botel, Jason;Viana, Jose;Oppenheim, Peter;Brogan, Frank;Venable, Joshua;Collett, Johnny;Young, Claudette;Tuia, Justis;Sharpe, Jesse;Tesoriero, Vanessa;Beth, Brittany;Rodriguez, Celeste;Cooper, Countess Clarke;Ramakis, Jessica;Jones, Gary;Suarez, Debra;Crawford, Ray;Stapleton, Katina;Drayton, Crystal;Chew, Michael;Rosenfelt, Phil;Martinez, Maria V. (OM);Cook, Karolyn;Harper, Geoffrey;Smith, Richard;Ramirez, Andrea;Abramczyk, Nicholas;Thierry, Lisa;Lockett, Cerrone;Hall, Derita;Brault, Ingrid;Davis, Sheryl;Winston, Melanie;Crowner, Quasette;Muniz, Carlos;Schneider, Mark;Green, Bianca;Stanton, Craig;Lessard, Ron;Battle, Sandra;Shaheen, Patrick;Simmons, James K.;Blew, James;Drew, Denise;Chhabra, Vinita;Cantos, Ollie;Jones Gaston, Treneisha;Deaton, James;Lopez, Samuel;Morgan, Earl;Kean, Larry;Walker, Kathryn
Cc: Galiatsos, Ann Margaret;Minor, Leontyne;Zais, Mitchell;Smith, Kathleen;Billups, Angela;Kim, Ann;Sanchez, Kristy;Stanard, Stephanie V;Jones, Diane;Marcus, Kenneth
Subject: ED Diversity and Inclusion Council

AMERICAN OVERSIGHT

From: Richards, Jim
Sent: 10 Jul 2018 16:40:45 +0000
To: Richards, Jim;OESE All Users;OGC USER;OLCA All Users;McDonald, Jeff;Ahmady, Lori;Giusti, Alda;Reed, Almita;Ognibene, Amanda;Calderon, Brenda;Keohane, Bryan;Eggleston, Chad;Savage, Cindy;Roney, Collette;Schulz, Eric;Hodel, Hannah;Smith, Jamila;McKinney, Jessica;Osborne, Joanne;McLaughlin, John;Cox, Katherine;Okahara, Kim;Jackson, Lissa;Matthews, Lloyd;Sullivan, Madeline;Lund, Miriam;Ofodile-Carruthers, Nkemjika;Meyertholen, Patricia;Newman, Sarah;Jackson, Stacie G.;Forrester, Tiffany;Hoffman, William;Hamblin, Shelia
Subject: FW: How to Schedule and Moderate a Skype for Business Conference Call and Meeting

AMERICAN OVERSIGHT

From: Richards, Jim
Sent: 10 Jul 2018 16:40:45 +0000
To: Richards, Jim;OESE All Users;OGC USER;OLCA All Users;McDonald, Jeff;Ahmady, Lori;Giusti, Alda;Reed, Almita;Ognibene, Amanda;Calderon, Brenda;Keohane, Bryan;Eggleston, Chad;Savage, Cindy;Roney, Collette;Schulz, Eric;Hodel, Hannah;Smith, Jamila;McKinney, Jessica;Osborne, Joanne;McLaughlin, John;Cox, Katherine;Okahara, Kim;Jackson, Lissa;Matthews, Lloyd;Sullivan, Madeline;Lund, Miriam;Ofodile-Carruthers, Nkemjika;Meyertholen, Patricia;Newman, Sarah;Jackson, Stacie G.;Forrester, Tiffany;Hoffman, William;Hamblin, Shelia
Subject: FW: How to Schedule and Moderate a Skype for Business Conference Call and Meeting

A colleague in the Department has generously agreed to open his office's ***Skype for Business*** course to OESE staff. The course is **Thursday, July 12** from **1:00 - 2:30 pm.** See additional information about the course below.

Accept this Outlook meeting invitation to register for the course! Indicate whether you will attend "in person" or "via Skype" in your response.

****

Skype
for
Busines
s

Description: Currently, the Department spends up to $170,000 a month for conference lines. OCIO terminated all conference lines on July 31st, 2018. We now use *Skype for Business* for conference calls and VTCs.
This session will walk you through using *Skype for Business*. Feel free to attend in-person or remotely via the *Skype for Business* link at the bottom of this invitation.

Training Topics:

- The Positives of Using Skype for Business
- Scheduling a Skype Meeting
- Running a Skype Meeting (Audio, Video or Shared Desktop)
- Creating an Ad Hoc Desktop Sharing Session
- Tips and Tricks
- Q&As

Date & Time: **Thursday, July 12** from **1:00 to 2:30 pm** (ET).

Where: This course will be offered in two ways:

- **Live:** in LBJ, Room 1W109
  - ****There are 12 in-person seats available for this training.***

AMERICAN OVERSIGHT

- **Skype for Business:** See the call-in information below.

Course Contact: Jim.Richards@ed.gov, 202-453-6845, OGC & OCO

If you need special accommodations for a disability or a particular aid or service in order to participate in this training, please notify the course contact immediately.

Please Note: In the event of inclement weather, the Department's policy is to cancel the class if on the day of the class Federal government offices in the Washington, DC area are closed or are operating on a delayed arrival status.

Skype for Business Remote Connection Information:

→ Join Skype Meeting
Trouble Joining? Try Skype Web App
Join by phone
(b)(6) (Dial-in Number) English (United States)
Find a local number

(b)(6)
Forgot your dial-in PIN? Help

Lori Ahmady
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue, SW; Room 3W332
Washington, DC 20202-6110
(202) 260-1391
(202) 205-0310 (fax)
lori.ahmady@ed.gov
OESE SharePoint Portal

"Attitude is a little thing that makes a big difference." – Winston Churchill

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OESE MISSION: Promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and improve the quality of teaching and learning by providing leadership, technical assistance and financial support.

OESE VISION: All students graduate from high school ready for college and career.

OESE VALUES: Results, Responsibility and Respect

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 13 Jul 2018 14:31:13 +0000
To: Kean, Larry;Lee, Ebony;Blew, James;Botel, Jason;Cordes, Bill;Norris, Elizabeth;Oppenheim, Peter
Subject: FY 2020 Budget Development Kickoff: Teachers

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 17 Jul 2018 13:33:04 +0000
To: Kean, Larry;Lee, Ebony;Blew, James;Botel, Jason;Cordes, Bill;Norris, Elizabeth;Oppenheim, Peter
Subject: FY 2020 Budget Development Kickoff: Teachers

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 13 Jul 2018 14:31:13 +0000
To: Kean, Larry;Lee, Ebony;Blew, James;Botel, Jason;Cordes, Bill;Norris, Elizabeth;Oppenheim, Peter
Subject: FY 2020 Budget Development Kickoff: Teachers

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 17 Jul 2018 19:04:31 +0000
To: Kean, Larry;Lee, Ebony;Blew, James;Botel, Jason;Cordes, Bill;Norris, Elizabeth;Oppenheim, Peter
Subject: FY 2020 Budget Development Kickoff: Teachers

→

Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone

(b)(6) (Dial-in Number) English (United States)

Find a local number

(b)(6)

Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Kean, Larry
Sent: 13 Jul 2018 14:02:32 +0000
To: Kean, Larry;Lee, Ebony;Blew, James;Botel, Jason;Cordes, Bill;Norris, Elizabeth;Oppenheim, Peter
Subject: FY2020 Budget Development Kickoff: Teachers

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Jul 2018 14:17:00 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason;Webster, Douglas
Subject: GUAM
Attachments: BP Meeting with Guam DOE.DOCX

AMERICAN OVERSIGHT

BRIEFING FOR SECRETARY BETSY DEVOS
MEETING WITH GUAM DOE

Day, Month XX, 2015
XX:XX –XX:XX x.x. XXX
Washington, DC

Staff Contact: Elizabeth Norris, 202403-4685

OVERVIEW:
You will meet with representatives from the Guam Department of Education.

PURPOSE:
To discuss the special conditions put on Guam's Federal grants.

BACKGROUND:

Guam Department of Education (GDOE) in the news

- In early July an independent auditing report found significant deficiencies in the GDOE's handling of federal funds, such as untimely reconciliation of over $140,000 in child nutrition program money, $32,000 in questioned procurement costs, and lack of documentation for special education grants for infants and children.
    - GDOE disagrees with these findings.

High-risk Status with Federal Funds

- In September 2003, ED designated the Guam Department of Education (GDOE) a "high-risk" grantee under the authority of former 34 CFR § 80.12. This was based GDOE's lack of fiscal and programmatic accountability in the administration of Federal education programs. GDOE failed to provide the Department with timely and complete single audits, as required by the Single Audit Act, and the auditors' declared GDOE's records for Federal fiscal years (FFYs) 1998-2000 as unauditable.
- Department-wide special conditions were imposed on GDOE's federal education grant awards and GDOE had to develop a Comprehensive Corrective Action Plan (CCAP) to address the underlying problems associated with its high-risk designation. The CCAP was to address persistent problems related to GDOE's internal controls, accounting, monitoring, instituting procurement and property management processes that comply with Federal requirements; and implementing appropriate cash management procedures.
- GDOE developed a CCAP, but failed to make significant progress in implementing the CCAP measures. In particular, GDOE had not made substantial progress in implementing its Financial Management Improvement Plan (FMIP), a core feature of the CCAP that involves instituting a Financial Management Improvement System (FMIS) to enable GDOE to significantly improve its financial management of Department grant awards.

AMERICAN OVERSIGHT

- In November 2009, GDOE lacked progress under the CCAP, which resulted in the Department issuing amended special conditions to GDOE dated November 25, 2009, notifying GDOE of the requirement to procure the services of a third-party fiduciary agent (TPFA), acceptable to the Department, to perform the financial management duties for all Department grant awards received.
- The requirement for a third-party fiduciary agent has continued as a major component of the annual special conditions placed on GDOE's grants from the Department.
- The approved third-party fiduciary, Alvarez and Marsal (A&M), has been in place for the past 8 years. During this timeframe, GDOE has seen an improvement in its single audit reports, in addition to improving the skill set of its staff in the areas of property management, time and effort reporting, procurement and internal controls.
- Risk Management Services (RMS) has consistently communicated to GDOE leadership that it needs to demonstrate accountability, transparency, and sustainability as it moves to eliminate the need for Alvarez and Marsal (A&M), the third-party fiduciary agent (TPFA), which will ultimately lead to USDOE removing its high-risk designation.
    - GDOE will likely submit its proposed organization restructuring to the Federal Department within the next 12 months.
- RMS has continued to monitor GDOE progress via onsite monitoring (last visit in November 2015), videoconference calls in July 2017, and conducting bi-weekly conference calls with GDOE and A&M leadership.
- The agreed upon goal is the migration of GDOE from dependence on A&M for oversight of its Federal grant funds to independence as an organization with effective fiscal management and internal controls over both Federal and local funds. During the November 2015 onsite visit, RMS has presented a 5-step Transition graphic to the Guam Legislature, Guam Education Policy Board and GODE leadership as a reference to gauge progress toward transitioning functions from the TPFA back to GDOE.
- Similar to the guidance provided in the letter to the VI Governor from Secretary DeVos on August 23, 2017 regarding the removal of a TPFA, "a detailed review by Department staff would have to be completed to determine whether the financial management issues that have required the third-party fiduciary have been clearly rectified."
- On May 28, 2018 the Guam Department of Education (GDOE) submitted a formal request for reconsideration of their high-risk status.
- On June 27, 2018 ED's Risk management Service team sent Superintendent Jon Fernandez a letter about conditions for FY 2018 grants to Guam DOE:
    - The conditions listed in the letter apply to all grants awarded to the Guam DOE.

AMERICAN OVERSIGHT

- The Guam Department of Education is designated as a high-risk grantee mainly due to inadequate management of grant funds.
- ED will not authorize obligation, liquidation or expenditure of Federal ED funds unless a third-party fiduciary agent is in place.
- ED acknowledges the progress that GDOE has made with regard to accountability for Federally-funded assets. ED also acknowledges that GDOE is working with a third-party fiduciary agent on an organizational structure and process for grant management.

Guam Department of Education

- The Guam Department of Education is a single unified school district. They have 26 elementary schools, eight middle schools, six high schools, and one alternative school. There are over 30,000 students who attend those schools.
- Guam Department of Education struggles with funding and will likely face a $50 million budget shortfall next school year.
  - Last Spring, Superintendent Fernandez told education workers that furloughs are not off the table.
  - Guam is also considering switching to a 32-hour work week to save money.
  - They are also considering delaying the school year to start October 1st to save money.

FY 17 Consolidated Grant Program

- Here are some highlights from Guam's consolidated grant program plan for FY 2017:
  - Increased and improved their Career and Technical Education offerings through a partnership with the Guam Community College (e.g., Business Education, Family and Consumer Finances, Agriculture and Construction)
  - Second Chance credit recovery program for formerly incarcerated youth, dropouts, and/or young mothers that includes extended classroom time and courses offered on weekends. It offers opportunities to students who might otherwise, the statistic say, drop out or give up.
  - Gifted and Talented activities and supports toward higher achieving students and professional development training to their teachers.
  - Student Parent and Community Engagement supports and outreach, specifically geared toward families from the Freely Associated States of Micronesia, to bridge any communication divides between school and home and better support the whole-student.
  - Enhancing Education through Technology program which provides technology to support personalized learning and student research. It also provided training to teachers and other school professionals on the use of the technology and how to incorporate the data into their classroom instruction.

AMERICAN OVERSIGHT

Monitoring Report

- This past Spring, ED monitored Guam and here are the recommendations that Guam received:
    - **Increased outreach efforts to stakeholders.** Multiple teachers and school leaders noted GDOE's increased stakeholder engagement. Teachers and school leaders shared that GDOE has hosted multiple opportunities (seminars, workshops, etc.) to engage with school staff to discern students' needs and to propose ideas to support students' academic achievement.
    - **Improved grant administration, including a documented Consolidated Grant Application process.** GDOE has a documented application process that complies with Title V, Part A (Section 5133(a)). The application process described by the Federal Programs Director was also affirmed through independent accounts provided by the Project Leads, School administrators, and multiple teachers. The Consolidated Grant application is linked to the Governor's State Strategic Plan, the Superintendent's priorities, and an annual review of school level data. Ultimately the Consolidated Grant application is approved by the Guam Board of Education.
    - **Improved expenditure of grant funds.** Despite challenges that may occur throughout the grant cycle, which can adversely impact grant implementation and cause delays in the timely expenditure of grant funds, GDOE has improved its ability to draw down funds from G5 more timely (e.g., implementing grant activities, securing contracts, and hiring vendors in a timely fashion). GDOE has emphasized to staff the importance of following proper procurement procedures so that goods are received in a timely manner and vendors are paid in a timely manner.
    - **Effective delivery of professional development.** GDOE has invested in the professional development of its teachers and administrators, ensuring that they are prepared to provide high-quality education to their students. During the monitoring visit, we saw evidence that the professional development provided was effective. Namely, the majority of the classrooms we observed displayed the learning standard and proficiency scales, while others listed the "Know, Understand, Do" expectations. Given that these elements were emphasized during professional development activities, this consistent display demonstrates that the professional development provided to teachers and the Superintendent's expectations have permeated through to the classroom and are being implemented with uniformity.

MEETING/EVENT LOCATION:

Venue Name
Room Name (if applicable)
Address
City, St Zip

AMERICAN OVERSIGHT

123-456-7890

PRESS PLAN:
This event is **CLOSED** press.

AV/ROOM SETUP:
None.

SEQUENCE OF EVENTS:
XX:XX x.x. You
XX:XX x.x.

REMARKS/ACKNOWLEDGEMENTS:
None.

KEY ATTENDEES:

Jon Fernandez, Superintendent GDOE

- The Guam Board of Education voted to fire Superintendent Fernandez in 2016 amid sexual harassment allegations.
    - Superintendent Fernandez sued the Board for $7 million dollars and the two parties reached an agreement.
- Mr. Fernandez has been Superintendent for almost 6 years. Before that he was the Commissioner at the Western Association of Schools and Colleges, Accrediting Commission for School. He has also worked at DC Action for Children and the Federal City Council.
- He has degrees from the University of Arkansas, Harvard Kennedy School and Georgetown University Law Center.

Mark Mendiola, Chair of the Guam Education Board

- Mr. Mendiola is a parent representative, he was previously the Vice Chair of the Guam Education Board.
- He has been the Chair of the Board since January 2018.
- His vision is to ensure that students have the support and resources they need to be successful.

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Taling Taitano, Deputy Superintendent GDOE

- Ms. Taitano has been the Deputy Superintendent since 2009.
- Before that she was the CFO at Staywell Insurance and the Bank of Guam.
- She holds a Bachelors in Accounting from the University of Hawaii at Manoa.

Frank Cooper-Nurse, Chief Auditor GDOE

- He recently said that extensive measures are in place to monitor and reconcile funds. Guam DOE plans to add even more external controls.
- Mr. Cooper-Nurse says the use of cash in schools creates a continual risk for accountability.
- He is also in charge of managing and implementing the Comprehensive Corrective Action Plan (CCAP).
- He received a Bachelor's in Finance and Economics in 2004 from the University of Guam and a Master's in Business Administration in 2009 from Troy University.

ATTACHMENTS:

None.

SITE CONTACT:

FirstName Last Name
123-456-7890
tbd@ed.gov

THANK YOU NOTES:

None.

###

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 17 Jul 2018 14:17:00 +0000
To: Brogan, Frank;Ramirez, Lisa;Botel, Jason
Subject: HOLD: GUAM

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 10 Jul 2018 15:56:59 +0000
To: Zais, Mitchell;Botel, Jason;Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Ramirez, Lisa;Brogan, Frank
Subject: HOLD: OESE Follow Up Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 10 Jul 2018 15:56:59 +0000
To: Zais, Mitchell;Botel, Jason;Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Ramirez, Lisa;Brogan, Frank
Subject: HOLD: OESE Follow Up Meeting

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Jul 2018 21:20:05 +0000
To: Lee, Ebony;Botel, Jason;Washington, Mark;Blew, James;Snow, McKenzie
Subject: HOLD: Opportunity Zones Follow Up Call with WH

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Jul 2018 21:20:05 +0000
To: Lee, Ebony;Botel, Jason;Washington, Mark;Blew, James;Snow, McKenzie
Subject: HOLD: Opportunity Zones Follow Up Call with WH

AMERICAN OVERSIGHT

From: Lee, Ebony
Sent: 11 Jul 2018 21:20:05 +0000
To: Lee, Ebony;Botel, Jason;Washington, Mark;Blew, James;Snow, McKenzie
Subject: HOLD: Opportunity Zones Follow Up Call with WH

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 12 Jul 2018 19:40:31 +0000
To: Talbert, Kent;Brogan, Frank;Blew, James;Botel, Jason;Collett, Johnny;Jones, Diane;Wooten, Michael;Conaty, Joe;McHugh, Erin;Cordes, Bill;Anand, Supreet;Viana, Jose (Jose.Viana@ed.gov);Malawer, Hilary
Cc: Richey, Kimberly;Galiatsos, Ann Margaret;Washington, Mark;Ramirez, Lisa;Woodley, Danita
Subject: HOLD: Status of Discretionary Grant Making

Please forward the invite to any of your staff that should attend. Thank you!

Purpose: I would like us to check-in on the status of our discretionary grant making.

Please come to this meeting prepared to provide:

1. An up-to-date list of Notices Inviting Applications (NIA) that have not yet published for competitions that must make awards prior to September 30;
2. For each of those competitions that have not yet published, your best estimate of when the NIA will be published;
3. An oral report of any items that appear to be "hung up" in clearance that require my or Deputy Secretary Zais' intervention;
4. An oral report on the overall status, not exact numbers, of your office's progress in making office in making Non-Competitive Continuation awards (NCCs); and
5. A discussion of any other issues related to discretionary grant competitions that you want to raise with me our your colleagues.

AMERICAN OVERSIGHT

From: Talbert, Kent
Sent: 12 Jul 2018 19:40:31 +0000
To: Talbert, Kent;Brogan, Frank;Blew, James;Botel, Jason;Collett, Johnny;Jones, Diane;Wooten, Michael;Viana, Jose;Malawer, Hilary;Conaty, Joe;McHugh, Erin;Cordes, Bill
Cc: Richey, Kimberly
Subject: HOLD: Status of Discretionary Grant Making

AMERICAN OVERSIGHT

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To: Talbert, Kent;Brogan, Frank;Blew, James;Botel, Jason;Collett, Johnny;Jones, Diane;Wooten, Michael;Viana, Jose;Malawer, Hilary;Conaty, Joe;McHugh, Erin;Cordes, Bill
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Cc: Richey, Kimberly
Subject: HOLD: Status of Discretionary Grant Making

AMERICAN OVERSIGHT

From: Richards, Jim
Sent: 12 Jul 2018 19:08:40 +0000
To: Richards, Jim;OLCA All Users;OGC USER;OESE All Users;OPEPD Budget Service;Faircloth, John;Hamblin, Shelia;ED PO IT Coordinators;Coleman, Deborah
Subject: How to Schedule and Moderate a Skype for Business Conference Call and Meeting

This is the final time that I am offering this course.

Currently, the Department spends up to $170,000 a month for conference lines. OCIO will terminate all conference lines on July 31st, 2018 after we which we will be using Skype for Business for conference calls and VTCs. This session will walk you through using Skype for Business. Feel free to attend in-person or remotely via the Skype for Business link at the bottom of this invitation.

****We have 12 in-person seats available for this training. In your meeting acceptance, please edit the reply to the meeting acceptance and indicate if you will be attending in-person or via Skype for Business. All in-person attendees will need to bring their laptop to the session.****

We Will Cover the Following Topics During this Session:

- The Positives of Using Skype for Business
- Scheduling a Skype Meeting
- Running a Skype Meeting (Audio, Video or Shared Desktop)
- Creating an Ad Hoc Desktop Sharing Session
- Tips and Tricks
- Q&As

Skype for Business Remote Connection Information:

→
Join Skype Meeting

Trouble Joining? Try Skype Web App

Join by phone
(b)(6) Dial-in Number) English (United States)
Find a local number

(b)(6)
Forgot your dial-in PIN? |Help

AMERICAN OVERSIGHT

From: Richards, Jim
Sent: 12 Jul 2018 19:07:21 +0000
To: Richards, Jim;OLCA All Users;OGC USER;OESE All Users;OPEPD Budget Service;Faircloth, John;Hamblin, Shelia;ED PO IT Coordinators;Coleman, Deborah
Subject: How to Schedule and Moderate a Skype for Business Conference Call and Meeting

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Find a local number

(b)(6)
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AMERICAN OVERSIGHT

From: Richards, Jim
Sent: 17 Jul 2018 19:52:47 +0000
To: Richards, Jim;Hall, Marilyn;Lahey, Alisa;ODS RMS;Fenton, Christopher;Peterson-Cox, Monet;Crews, Don;Hamblin, Shelia;Mwalimu, Munira;Faircloth, John;Fisher, Collette;Hilton, Terrance;Liu, Rebecca;Tesoriero, Vanessa;Cantrell, David;Killian, Kathy;Perez, Sergio;Horwitz, Gayle;McMahon, Sean;OUS WHIAIAN;Hay, Sarah;OUS AAPI;Miles, Michele;Anderson, Judith;Avery, Tawanda;Ajayi, Oluwaseun;Downey, David;Goodridge, Marcella;Mabrey, John;Peasley, Donald;Brice, Porscheoy;Helton, Charity;Marshall, Janice;Duncan, Darryl;Blount, Venus;Botel, Jason;Washington, Mark;Wright, Lavelle;Zawaiza, Theda;Brinton, Jed;Daggett, Elizabeth;Holifield, Johnathan;James, Patricia;Hester, Allison;Siry, Melissa;Smith, George.Alan;Jones, Diane;Forrester, Tiffany;ED PO IT Coordinators;English, Barbara;Scott, Jameel;Mothershed, Leeatta;Early, Michael;Ussery, Karla;OCR Cleveland Staff;Burley, Milton;Levy, Margaret;Watson, Donald;Slijepcevic, Stacey;Austin, Krystal;Clark, Njeri;Putney, LaTisha;Otter, Tina;Chang, Maria;Medley, Lewis;Scaniffe, Dawn;Stallings, Aubrey;White, Carla;Kostic, Kandice;Funkhouser, Janie;Chapman-Thaw, Kissy;Oppenheim, Peter;Petersen, Molly;Weisman, Annmarie;Sweeney, Alexandra;Hoaney, Tanisha;Phipps, Nancy;Zimmerman, Keith;Thurmond, Bryan;Methfessel, Bucky;OPEPD Budget Service;McCullough, Carney;Joseph, Denise;Lefor, Valerie;Monaghan, Edward;Young, Leslie;Prince, Scott;Kean, Larry;Friendly, Deborah;Ortega, Shahla;Lawrence, Mack;Hill, Paula;Jackson, Melvin;Broadus, Wanda;OLCA All Users;Laws-Jackson, Jann;McHam, Gerren;Toussaint, Monique;OUS Immediate Office;OPE All Users;Ramsey, Tara;Burton, Vanessa;Reid, Lakisha;Dronfield, Mark;Haynes, Leonard;Bloom, Lauren;Ramirez, Lisa;Getachew, Nena;OUS Hispanic Excellence;Byfield, Tanya;Berlack, Shae;Marek, Rebecca;Brogan, Frank;Baldwin, Chandra;OUS HBCU;Hillary, Ashley;Gillette, Lisa;Chinn, Insuk;Carrington, Maria;McMichael, Linda;Singleton, Megan;Wiley, Rachael;Reed, Carla;Solares, Grace;OESE All Users;Foreman, Dana;Sadeghi, Lisa;Wood, Robyn;Siegelbaum, Jill;Morrison, Emory;OGC USER;Beth, Brittany;Outlaw, Erica;Smith, Danielle;Bentley-Memon, Millicent;Schmidt, Ashlee;Howe, David;Fitzgerald, Joyce;Prescott, Jenny;Richardson, Tanyelle;Keller, Mary;Dominguez, Mary;Leigh, Sariane;Rodriguez, Jennifer;Rosier, Denise;Hodel, Hannah;Barren, Morris;OUS WHEEAA;Cottrell, Jason;Hembrey, Tanesha;Hoblitzell, Barbara;Holeman, Shevine;Myers, Terri L.;Kraisinger, Elizabeth;Hong, Caroline;Coleman, Deborah;Lieth, Anna;Pooler, Craig;Anderson, Alisa;Riggans, Charlene;Negron-Perez, Hamed;Filter, Scott;Barnes, Shelia;Reed, Rosalyn;Brickman, Michael;Weber, Keely;Harwarth, Irene;Slupe, Kevin;Dunmore, Sherron;Ell, Rebecca;McFadden, Elizabeth;Lopez, Luis
Subject: How to Schedule and Moderate a Skype for Business Conference Call and Meeting

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(b)(6)

Forgot your dial-in PIN? | Help

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From: Coley, Jerine
Sent: 10 Jul 2018 20:52:38 +0000
To: Coley, Jerine;Washington, Mark;Johnston, Michael;Hilsey, Shaina;Botel, Jason;Watson, Debbie
Subject: JERINE - 11:30a - 4pm

AMERICAN OVERSIGHT

From:
Sent:
To:
Jason;Watson, Debbie
Subject:

(b)(6)

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From: Mark Washington2
Sent: 12 Jul 2018 18:51:05 +0000
To: Mark Washington2;OESE All Users
Subject: OESE All Staff Meeting

Colleagues,

The next OESE All Staff meeting is scheduled for ***Tuesday, July 17*** from ***1:30 – 2:30 pm*** in *the* ***LBJ Barnard Auditorium***. At this meeting, we'll have an opportunity to get to know more about Frank Brogan, OESE's new Assistant Secretary.

Save the date on your calendar and plan to attend!

LOGISTICS AND REMINDERS:

Remote Viewing. Staff can view the meeting remotely with live captioning through:

Mediasite (http://mediasite.ed.gov/Mediasite/Catalog/catalogs/default)

EDstream – (https://edstream.ed.gov/webcast/Play/02d495709cd14ffea1800931eac77cdb1d)

If you have trouble with Mediasite or EDstream, please contact the Help Desk at (202) 708-4357 (option 2). EDstream is only accessible via a browser and cannot be accessed via Citrix.

Reasonable Accommodations. If you require a reasonable accommodation to participate in this event other than closed captioning (i.e., sign-language interpreter, Braille, large print or CD Rom), please contact Lori Ahmady by phone at 202-260-1391 or by email at lori.ahmady@ed.gov at least 6 business days prior to the meeting.

Future Meeting Dates. For planning purposes, **tentative dates for *future* OESE All Staff events are on the calendar on the OESE SharePoint portal** at https://share.ed.gov/teams/oeseportal/sitepages/calendardashboard.aspx?calendar=all&calendarperiod=month.

Mw

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From: Zais, Mitchell
Sent: 10 Jul 2018 15:56:59 +0000
To: Zais, Mitchell;Botel, Jason;Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Ramirez, Lisa;Brogan, Frank
Subject: OESE Follow Up Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 10 Jul 2018 15:56:59 +0000
To: Zais, Mitchell;Botel, Jason;Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Ramirez, Lisa;Brogan, Frank
Subject: OESE Follow Up Meeting

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From: Zais, Mitchell
Sent: 10 Jul 2018 15:56:59 +0000
To: Zais, Mitchell;Botel, Jason;Washington, Mark;Norris, Elizabeth;Rinkus, Christopher;Ramirez, Lisa;Brogan, Frank
Subject: OESE Follow Up Meeting

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 17 Jul 2018 19:30:01 +0000
To: Botel, Jason;Ventimiglia, Eric;Brogan, Frank
Subject: OESE Staffing

Shaina,

Could you please schedule a time for me to meet with Frank & Jason? 30 minutes, on OESE Staffing.

Thanks!
Eric

Eric Ventimiglia
United States Department of Education
400 Maryland Avenue, SW | 7C111 | Washington, DC 20202
O: 202.453.6918
E: eric.ventimiglia@ed.gov

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From: Riggs, Charlotte R. EOP/WHO
Sent: 16 Jul 2018 22:18:19 +0000
To: (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;'Demartino, Robert E CAPT USPHS (US';scott_hommel@ios.doi.gov;'Adirim, Terry A SES OSD HA (US';Davis, May M. EOP/WHO;'Peter.Urbanowicz@hhs.gov';Pinkos, Stephen M. EOP/OVP;(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Burris, Meghan K. EOP/OMB;'Thomas.p.mccaffery.civ@mail.mil';'angilla.denton@wdc.usda.gov';'Kevin.Sweeney@sd.mil';' Sarah.Isgur.Flores@usdoj.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Philipson, Tomas J. EOP/CEA;(b)(6) EOP/WHO;'Mary-sumpter.lapinski@hhs.gov';(b)(6) M. EOP/WHO;'Adams, C. Renee (HHS/OASH/OSG';'wellnerk@state.gov';'Grappone.jeffrey.y@dol.gov';'Adams, Jerome (HHS/OASH';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Wellner, Kathryn M. EOP/OVP;(b)(6) EOP/WHO;'Barsa, John';(b)(6) EOP/WHO;Talento, Kathryn F. EOP/WHO;'Holland, Eric W - OPA';Patrick.Bumatay3@usdoj.gov;(b)(6) EOP/WHO;(b)(6) EOP/WHO;(b)(6) EOP/WHO;Venable, Joshua;Armstrong, Rebekah W. EOP/OVP;'john.ullyot@va.gov';WelzantGP@state.gov;'Laurence.Meyer@va.gov';(b)(6) (b)(6) EOP/WHO;'Rose.Armstrong@osec.usda.gov';Matthew.Whitaker@usdoj.gov;(b)(6) (b)(6) EOP/WHO;'chad.wolf@hq.dhs.gov';Gary.E.Barnett@usdoj.gov;(b)(6) EOP/WHO;'betty-ann.bryce@osec.usda.gov';(b)(6) EOP/WHO;(b)(6) EOP/WHO;Tonnessen, Kayla M. EOP/ONDCP;(b)(6) EOP/WHO;'mari.moorhead@HHS.GOV';Grogan, Joseph J. EOP/OMB;Canfield, Ryan N. EOP/WHO;Brickman, Michael;'Geale.Nicholas.C@DOL.gov';Coxen, Carrie;'Anne.Hazlett@osec.usda.gov';'anthony.m.kurta.civ@mail.mil';(b)(6) EOP/WHO;'Ralph.H.Gaines@hud.gov';'ClineCM@state.gov';'Jonathan.Hoffman@hq.dhs.gov';Botel, Jason;Eason, William J. EOP/ONDCP;'John.Gibbs@hud.gov';'Dorey.David.R@dol.gov';'PetersonCS@state.gov';'Paul_Smith@nps. gov';demi.yeager@usdoj.gov;'Clark, Timothy (HHS/IOS';(b)(6) EOP/WHO;Carroll, James W. EOP/ONDCP;Yoest, Charmaine C. EOP/ONDCP;Skrzycki, Kristin S. EOP/ONDCP;'Grant, Damaris';'Mansdoerfer, David (HHS/IOS';(b)(6) EOP/WHO;'Friedhelm.Sandbrink@va.gov';'Utech, Anne E. (HOU';'Brett.Giroir@hhs.gov';Uli, Gabriella M. EOP/ONDCP;Stecker, Judy (OS/ASPA);Rosenberg, Jeffrey (OS/ASPA);Pence, Laura (HHS/IOS);(b)(6) (b)(6) EOP/WHO;Laura.Trueman@hhs.gov;Clark, Sondra M. EOP/OA;Stecker, Judy (OS/ASPA);Kalavritinos, Jack (OS/IEA);Klingler, McLaurine;Bars, Michael;'john.h.hill@hq.dhs.gov';(b)(6) (b)(6) EOP/WHO;(b)(6) EOP/WHO;McIntyre, Natalie M. EOP/ONDCP;Thompson, Reagan P. EOP/WHO;Norris, Elizabeth;'Lauren.Claffey@hq.dhs.gov';Kratsios, Michael J. EOP/OSTP;Brenner, Sara A. EOP/OSTP;Chretien, JP EOP/OSTP;Uli, Gabriella M. EOP/ONDCP;Willey, Paige F. EOP/CEA;'Geale, Nicholas C. - OSEC';Hanlon, Daniel EOP/OMB;Diana, Grace A. EOP/OSTP;Stauffer, Evelyn (OS/ASPA);(b)(6) EOP/WHO
Subject: Opioid Meeting

Hi all,

Please fill out the waves link for tomorrow's meeting:
https://events.whitehouse.gov/?rid=YG29V6G27Q

I will be collecting agenda items until 10:30 AM.

Thank you,

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Charlotte

AMERICAN OVERSIGHT

Charlotte

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From: Ramirez, Lisa
Sent: 13 Jul 2018 21:27:07 +0000
To: Ramirez, Lisa;Cordes, Bill;Stephenson, Todd;Rinkus, Christopher;Botel, Jason
Subject: Opportunities Zone

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 19:03:38 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher;Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
Subject: OSS Policy Meeting Part 2

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 19:03:38 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher;Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
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Cc: Clark, Jane;Newman, Sarah;Choroser, Stephanie
Subject: OSS Policy Meeting Part 2

→

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Join by phone

+(b)(6) ial-in Number) English (United States)

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Sent: 10 Jul 2018 19:03:38 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher;Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
Subject: OSS Policy Meeting Part 2

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2018 15:40:54 +0000
To: Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Peasley, Donald;Rigling, Kay
Bcc: WDCFB6-3W336
Subject: Peer Review Requirements for More Advanced Tests

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2018 15:40:54 +0000
To: Botel, Jason;Rinkus, Christopher;Ramirez, Lisa;Rooney, Patrick;Peasley, Donald;Rigling, Kay
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Bcc: WDCFB6-3W336
Subject: Peer Review Requirements for More Advanced Tests

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From: Brogan, Frank
Sent: 16 Jul 2018 17:16:06 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: Political Staffing Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 16 Jul 2018 17:16:06 +0000
To: Brogan, Frank;Botel, Jason;Rinkus, Christopher
Subject: Political Staffing Meeting

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From: Botel, Jason
Sent: 11 Jul 2018 17:21:31 +0000
To: Botel, Jason;Blew, James;Hilsey, Shaina
Subject: Premeet: Puerto Rico

Hi Jim, I looked at your calendar and found a new time for this conversation due to a conflict. thanks

-
- Pre-meet to discuss Venitia's assignment to Puerto Rico
-
-

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 12 Jul 2018 17:54:47 +0000
To: Juengst, Phillip;Anderson, Margo;Ashley, Carol;Bailey, Nathan;Bond, Cynthia;Botel, Jason;Bruce, Sandra;Bumgarner, Bradley;Carr, Peggy;Carter, Denise;Chapman, Chris;Chavez, Anthony;Coley, Jerine;Collett, Johnny;Conaty, Joe;Cordes, Bill;Corr, Gregg;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hall, Linda;Hill, Allen;Hurt, John;Jackson, Candice;Jordan, Aaron;Karvonides, Mia;Kim, Ann;Koeppel, Dennis;Leith, William;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;Manning, James;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Miller, Daniel J;Minor, Robin;Morris, David;Muniz, Carlos;Oppenheim, Peter;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Richey, Kimberly;Sasser, Tracey;Schneider, Mark;Simpson, Daniel;Stader, Jim;Stanard, Stephanie V;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Washington, Mark;Wexler, Larry;Wilbanks, Linda;Wills, Randolph;Wilson, Keith;Wooten, Michael;Webster, Douglas;Santucci, Mark;Zelnik, Kathy;Dean, Michael
Subject: Session 7: ERM Training for Executives and Managers

Please accept the invite for the session that works best for you.

From: Juengst, Phillip
Sent: Thursday, July 12, 2018 1:27 PM
To: Anderson, Margo; Ashley, Carol; Bailey, Nathan; Bond, Cynthia; Botel, Jason; Bruce, Sandra; Bumgarner, Bradley; Carr, Peggy; Carter, Denise; Chapman, Chris; Chavez, Anthony; Coley, Jerine; Collett, Johnny; Conaty, Joe; Cordes, Bill; Corr, Gregg; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hall, Linda; Hill, Allen; Hurt, John; Jackson, Candice; Jordan, Aaron; Karvonides, Mia; Kim, Ann; Koeppel, Dennis; Leith, William; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; Manning, James; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Miller, Daniel J; Minor, Robin; Morris, David; Muniz, Carlos; Oppenheim, Peter; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Richey, Kimberly; Sasser, Tracey; Schneider, Mark; Simpson, Daniel; Stader, Jim; Stanard, Stephanie V; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Washington, Mark; Wexler, Larry; Wilbanks, Linda; Wills, Randolph; Wilson, Keith; Wooten, Michael
Cc: Zais, Mitchell; Davis, Martha; Webster, Douglas; Venable, Joshua; Walker, Kathryn; Talbert, Kent; Santucci, Mark (Mark.Santucci@ed.gov); Zelnik, Kathy; Dean, Michael (Michael.Dean@ed.gov)
Subject: RE: ERM Training

All,

We've tentatively planned 4 additional 90-minute training sessions in an effort to best align with your schedules:

Thursday, July 19 in LBJ, 8:30-10am
Tuesday, July 31 in LBJ, 8:30-10am
Wednesday, August 1 in LBJ, 8:30-10am
Wednesday, August 8 in UCP, 1-2:30pm

As part of our plan to build a more robust Enterprise Risk Management (ERM) capability over the next 10 months, the goal of these training sessions is to provide you with an executive-level understanding of how we intend to implement and leverage ERM to maximize the Department's ability to succeed in achieving

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our goals and objectives. You also will receive 1.5 hours of credit toward the annual 24-hour leadership training requirement!

I'll send calendar invites to you, and please feel free to accept whichever invite works best. If none work, please let me know as soon as possible so I can try to find a better time that might accommodate you.

Regards,

Phillip Juengst, Senior Advisor
Office of the Chief Financial Officer
(202) 245-8030

From: McCloskey, Amber **On Behalf Of** Talbert, Kent
Sent: Thursday, July 12, 2018 11:46 AM
To: Manning, James; Schneider, Mark; Bailey, Nathan; Jackson, Candice; Wooten, Michael; Botel, Jason; Viana, Jose; Muniz, Carlos; Menashi, Steven; Oppenheim, Peter; Brogan, Frank; Collett, Johnny; Richey, Kimberly; Talbert, Kent; Washington, Mark; Anand, Supreet; Anderson, Margo; Ashley, Carol; Battle, Sandra; Betka, Sue; Billups, Angela; Blanchett, Irma; Bond, Cynthia; Bradfield, Patrick; Bruce, Sandra; Bumgarner, Bradley; Byrd-Johnson, Linda; Carr, Peggy; Carter, Denise; Chang, Lisa; Chapman, Chris; Chavez, Anthony; Conaty, Joe; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Feely, Harry; Galik, Daniel; Goodridge, Marcella; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hairfield, James; Hall, Linda; Hernandez, Steven; Hill, Allen; Hurt, John; Jordan, Aaron; Karvonides, Mia; Kean, Larry; Kim, Ann; Koeppel, Dennis; Leith, William; Lucas, Richard; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Methfessel, Bucky; Miller, Daniel J; Minor, Robin; Morris, David; Navarro, Erica; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Riddle, Paul; Robison, Greg; Rosenfelt, Phil; Ryder, Ruth; Santy, Ross; Sasser, Tracey; Scott, Janet; Simpson, Daniel; Soltis, Tim; St.Pierre, Tracey; Stanard, Stephanie V; Stanton, Craig; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Wilbanks, Linda; Willoughby, Leslie; Wills, Randolph; Wilson, Keith; Wood, Gary; Stader, Jim; Coley, Jerine; Cordes, Bill; Webster, Douglas; Dean, Michael; Zelnik, Kathy; Santucci, Mark
Cc: Zais, Mitchell; Davis, Martha; Webster, Douglas; Juengst, Phillip; Venable, Joshua; Walker, Kathryn
Subject: ERM Training

Colleagues,

As you are or may be aware, we are beginning the next phase of our implementation of a more robust Enterprise Risk Management (ERM) capability. The Office of the Chief Financial Officer (OCFO) has, in the recent past, delivered 90-minute executive-level training sessions on the senior leader responsibilities for ERM. OCFO will schedule a few more sessions this month (July) in an attempt to accommodate the schedules of those who have not yet completed the training. Please make every effort to attend one of the sessions.

OCFO will also begin to offer very soon more in-depth training for your staff, and in August the Senior Management Council will begin discussions about our corporate appetite for risk to help guide risk management decisions within each principal office.

It is essential that we have your active participation in this effort to ensure a shared understanding of how we plan to manage risk across the Department in a strategic, coordinate way to deliver better results for students, communities, and taxpayers.

AMERICAN OVERSIGHT

A special thanks to those individuals listed below who have already completed the training. For those who have not yet completed the training, I, on behalf of the Office of the Deputy Secretary and OCFO, renew the request to you to complete the training.

If any of the information listed below is incorrect, please inform Phil Juengst, 202.245.8030, Phillip.Juengst@ed.gov of OCFO. Likewise, should you have any questions, please contact me at 202.260.3169, or Phil at the number above.

Thank you.

Amber McCloskey on behalf of Kent Talbert, Senior Advisor
United Stated Department of Education
O: 202-260-8169
E: Amber.McCloskey@ed.gov

Senior Leaders Who Need to Complete the Training

Margo Anderson
Carol Ashley
Nathan Bailey
Cynthia Bond
Jason Botel
Sandra Bruce
Bradley Bumgarner
Peggy Carr
Denise Carter
Chris Chapman
Anthony Chavez
Jerine Coley
Johnny Collett
Joe Conaty
Bill Cordes
Gregg Corr
Quasette Crowner
Jennifer Douglas
Pam Eliadis
Kathryn Ellis
Byron S. Gordon
William Graham
Jason Gray
Bianca Green
Linda Hall
Allen Hill
John Hurt
Candice Jackson
Aaron Jordan
Mia Karvonides
Ann Kim
Dennis Koeppel
William Leith
Ronald Luczak
Phil Maestri
Lynn Mahaffie
Hilary Malawer
James Manning
Walter McDonald

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Elizabeth McFadden
Colleen McGinnis
Maureen McLaughlin
Steven Menashi
Daniel J. Miller
Robin Minor
David Morris
Carlos Muniz
Erica Navarro
Peter Opppenheim
Molly Petersen
Lisa Ramirez
Ganesh Reddy
Kimberly Richey
Tracey Sasser
Mark Schneider
Daniel Simpson
Jim Stader
Stephanie V. Stanard
Kathleen Styles
Thomas Milton
Gabrielle Turner
Mark Washington
Larry Wexler
Linda Wilbanks
Randolph Wills
Keith Wilson
Michael Wooten

Those Who Have Completed the Training
Sue Betka
Angela Billups
Patrick Bradfield
Linda Byrd-Johnson
Lisa Chang
Lisa Davis
Harry Feely
Steven Hernandez
Larry Kean
Richard Lucas
David Merrill
Bucky Methfessel
Arseni Popov
Ross Santy
Janet Scott
Craig Stanton
Jose Viana
Leslie Willoughby
Gary Wood
Frank Brogan
Phil Rosenfelt
Kathy Zelnik
Supreet Anand
Daniel Galik
Marcella Goodridge
James Hairfield

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Paul Riddle
Ruth Ryder
Tracey St.Pierre
Sandra Battle
Phillip Juengst

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 12 Jul 2018 18:03:02 +0000
To: Juengst, Phillip;Anderson, Margo;Ashley, Carol;Bailey, Nathan;Bond, Cynthia;Botel, Jason;Bruce, Sandra;Bumgarner, Bradley;Carr, Peggy;Carter, Denise;Chapman, Chris;Chavez, Anthony;Coley, Jerine;Collett, Johnny;Conaty, Joe;Cordes, Bill;Corr, Gregg;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hall, Linda;Hill, Allen;Hurt, John;Jackson, Candice;Jordan, Aaron;Karvonides, Mia;Kim, Ann;Koeppel, Dennis;Leith, William;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;Manning, James;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Miller, Daniel J;Minor, Robin;Morris, David;Muniz, Carlos;Oppenheim, Peter;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Richey, Kimberly;Sasser, Tracey;Schneider, Mark;Simpson, Daniel;Stader, Jim;Stanard, Stephanie V;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Washington, Mark;Wexler, Larry;Wilbanks, Linda;Wills, Randolph;Wilson, Keith;Wooten, Michael;Webster, Douglas;Santucci, Mark;Zelnik, Kathy;Holland, Linda;Dean, Michael
Subject: Session 8: ERM Training for Executives and Managers

AMERICAN OVERSIGHT

From: Juengst, Phillip
Sent: 12 Jul 2018 18:03:02 +0000
To: Juengst, Phillip;Anderson, Margo;Ashley, Carol;Bailey, Nathan;Bond, Cynthia;Botel, Jason;Bruce, Sandra;Bumgarner, Bradley;Carr, Peggy;Carter, Denise;Chapman, Chris;Chavez, Anthony;Coley, Jerine;Collett, Johnny;Conaty, Joe;Cordes, Bill;Corr, Gregg;Crowner, Quasette;Douglas, Jennifer;Eliadis, Pam;Ellis, Kathryn;Gordon, Bryon S.;Graham, William;Gray, Jason;Green, Bianca;Hall, Linda;Hill, Allen;Hurt, John;Jackson, Candice;Jordan, Aaron;Karvonides, Mia;Kim, Ann;Koeppel, Dennis;Leith, William;Luczak, Ronald;Maestri, Phil;Mahaffie, Lynn;Malawer, Hilary;Manning, James;McDonald, Walter;McFadden, Elizabeth;McGinnis, Colleen;McLaughlin, Maureen;Miller, Daniel J;Minor, Robin;Morris, David;Muniz, Carlos;Oppenheim, Peter;Petersen, Molly;Ramirez, Lisa;Reddy, Ganesh;Richey, Kimberly;Sasser, Tracey;Schneider, Mark;Simpson, Daniel;Stader, Jim;Stanard, Stephanie V;Styles, Kathleen;Thomas, Milton;Turner, Gabrielle;Washington, Mark;Wexler, Larry;Wilbanks, Linda;Wills, Randolph;Wilson, Keith;Wooten, Michael;Webster, Douglas;Santucci, Mark;Zelnik, Kathy;Holland, Linda;Dean, Michael
Subject: Session 8: ERM Training for Executives and Managers

Please accept the invite for the session that works best for you. FSA folks--An invite for this session was previously sent by Linda Holland, so this is a duplicate invite. For all non-FSA folks, you are welcome to attend this session at FSA's building.

From: Juengst, Phillip
Sent: Thursday, July 12, 2018 1:27 PM
To: Anderson, Margo; Ashley, Carol; Bailey, Nathan; Bond, Cynthia; Botel, Jason; Bruce, Sandra; Bumgarner, Bradley; Carr, Peggy; Carter, Denise; Chapman, Chris; Chavez, Anthony; Coley, Jerine; Collett, Johnny; Conaty, Joe; Cordes, Bill; Corr, Gregg; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hall, Linda; Hill, Allen; Hurt, John; Jackson, Candice; Jordan, Aaron; Karvonides, Mia; Kim, Ann; Koeppel, Dennis; Leith, William; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; Manning, James; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Miller, Daniel J; Minor, Robin; Morris, David; Muniz, Carlos; Oppenheim, Peter; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Richey, Kimberly; Sasser, Tracey; Schneider, Mark; Simpson, Daniel; Stader, Jim; Stanard, Stephanie V; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Washington, Mark; Wexler, Larry; Wilbanks, Linda; Wills, Randolph; Wilson, Keith; Wooten, Michael
Cc: Zais, Mitchell; Davis, Martha; Webster, Douglas; Venable, Joshua; Walker, Kathryn; Talbert, Kent; Santucci, Mark (Mark.Santucci@ed.gov); Zelnik, Kathy; Dean, Michael (Michael.Dean@ed.gov)
Subject: RE: ERM Training

All,

We've tentatively planned 4 additional 90-minute training sessions in an effort to best align with your schedules:

Thursday, July 19 in LBJ, 8:30-10am
Tuesday, July 31 in LBJ, 8:30-10am
Wednesday, August 1 in LBJ, 8:30-10am
Wednesday, August 8 in UCP, 1-2:30pm

As part of our plan to build a more robust Enterprise Risk Management (ERM) capability over the next 10 months, the goal of these training sessions is to provide you with an executive-level understanding of how

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we intend to implement and leverage ERM to maximize the Department's ability to succeed in achieving our goals and objectives. You also will receive 1.5 hours of credit toward the annual 24-hour leadership training requirement!

I'll send calendar invites to you, and please feel free to accept whichever invite works best. If none work, please let me know as soon as possible so I can try to find a better time that might accommodate you.

Regards,

Phillip Juengst, Senior Advisor
Office of the Chief Financial Officer
(202) 245-8030

From: McCloskey, Amber **On Behalf Of** Talbert, Kent
Sent: Thursday, July 12, 2018 11:46 AM
To: Manning, James; Schneider, Mark; Bailey, Nathan; Jackson, Candice; Wooten, Michael; Botel, Jason; Viana, Jose; Muniz, Carlos; Menashi, Steven; Oppenheim, Peter; Brogan, Frank; Collett, Johnny; Richey, Kimberly; Talbert, Kent; Washington, Mark; Anand, Supreet; Anderson, Margo; Ashley, Carol; Battle, Sandra; Betka, Sue; Billups, Angela; Blanchett, Irma; Bond, Cynthia; Bradfield, Patrick; Bruce, Sandra; Bumgarner, Bradley; Byrd-Johnson, Linda; Carr, Peggy; Carter, Denise; Chang, Lisa; Chapman, Chris; Chavez, Anthony; Conaty, Joe; Crowner, Quasette; Douglas, Jennifer; Eliadis, Pam; Ellis, Kathryn; Feely, Harry; Galik, Daniel; Goodridge, Marcella; Gordon, Bryon S.; Graham, William; Gray, Jason; Green, Bianca; Hairfield, James; Hall, Linda; Hernandez, Steven; Hill, Allen; Hurt, John; Jordan, Aaron; Karvonides, Mia; Kean, Larry; Kim, Ann; Koeppel, Dennis; Leith, William; Lucas, Richard; Luczak, Ronald; Maestri, Phil; Mahaffie, Lynn; Malawer, Hilary; McDonald, Walter; McFadden, Elizabeth; McGinnis, Colleen; McLaughlin, Maureen; Methfessel, Bucky; Miller, Daniel J; Minor, Robin; Morris, David; Navarro, Erica; Petersen, Molly; Ramirez, Lisa; Reddy, Ganesh; Riddle, Paul; Robison, Greg; Rosenfelt, Phil; Ryder, Ruth; Santy, Ross; Sasser, Tracey; Scott, Janet; Simpson, Daniel; Soltis, Tim; St.Pierre, Tracey; Stanard, Stephanie V; Stanton, Craig; Styles, Kathleen; Thomas, Milton; Turner, Gabrielle; Wilbanks, Linda; Willoughby, Leslie; Wills, Randolph; Wilson, Keith; Wood, Gary; Stader, Jim; Coley, Jerine; Cordes, Bill; Webster, Douglas; Dean, Michael; Zelnik, Kathy; Santucci, Mark
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Thank you.

Amber McCloskey on behalf of Kent Talbert, Senior Advisor
United Stated Department of Education
O: 202-260-8169
E: Amber.McCloskey@ed.gov

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Candice Jackson
Aaron Jordan
Mia Karvonides
Ann Kim
Dennis Koeppel
William Leith
Ronald Luczak
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Lynn Mahaffie
Hilary Malawer
James Manning
Walter McDonald

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Maureen McLaughlin
Steven Menashi
Daniel J. Miller
Robin Minor
David Morris
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Erica Navarro
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Molly Petersen
Lisa Ramirez
Ganesh Reddy
Kimberly Richey
Tracey Sasser
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Bucky Methfessel
Arseni Popov
Ross Santy
Janet Scott
Craig Stanton
Jose Viana
Leslie Willoughby
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Phil Rosenfelt
Kathy Zelnik
Supreet Anand
Daniel Galik
Marcella Goodridge
James Hairfield

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Paul Riddle
Ruth Ryder
Tracey St.Pierre
Sandra Battle
Phillip Juengst

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 17 Jul 2018 21:28:29 +0000
To: Ramirez, Lisa;Savage, Cindy;Peternith, Rachel;Vanze, Shaw;Holte, Allison;Georgia, Michelle;Rimdzius, Tracy;Cordes, Bill;Koeppel, Dennis;Osborne, Joanne;Botel, Jason;Lyles, Sylvia
Subject: SRCL/CLDS National Evaluation and Rule-making for 2018-2019

→

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From: Brogan, Frank
Sent: 16 Jul 2018 20:35:05 +0000
To: Brogan, Frank;Rooney, Patrick;Rinkus, Christopher;Ramirez, Lisa;Botel, Jason
Cc: Siry, Melissa;Becker, Judith;Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika
Subject: TN

(b)(6)

AMERICAN OVERSIGHT

From: Tanya Mathis
Sent: 11 Jul 2018 21:19:55 +0000
To: Tanya Mathis;ICH_Users;edahlin@cns.gov;alexander.kurien@gsa.gov;kathleen.l.kraninger@omb.eop.gov;Bonnie.Edwards@wdc.usda.gov;Botel, Jason;Kelly.Mitchell@hq.doe.gov;kara.townsend@hhs.gov;john.h.hill@hq.dhs.gov;Neal.J.Rackleff@hud.gov;miller.matthew.m@dol.gov;john.tahsuda@bia.gov;loren.smith@dot.gov;monica.diaz@va.gov;Edward.a.wohlganger@usps.gov;bob.patterson@ssa.gov;Christy.Rullman@va.gov;rosalie.r.torres@usps.gov;william.snow@hud.gov;bret.stevens1.civ@mail.mil;lrigas@cns.gov
Cc: Katie Jennings;Beverley Ebersold;Helene Schneider;Matthew Doherty;'anne.nussear@gsa.gov';'aluanda.drain@gsa.gov';'Alexandra.N.Marten@omb.eop.gov';'Jessica_L._Sun@omb.eop.gov';'scookehull@doc.gov';'carrie.coxen@ed.gov';'john.mclaughlin@ed.gov';'cody.reynolds@ed.gov';'James.Hendrix@hq.doe.gov';'Emily.Rosenoff@HHS.GOV';'Amanda.Benton@hhs.gov';'goldwyn.smith@hhs.gov';'susanne.cassil@hq.dhs.gov';'Randy.Windham@fema.dhs.gov';'Michael.Lee@fema.dhs.gov';'Ben.Curran@fema.dhs.gov';'jemine.a.bryon@hud.gov';'cherice.j.fraine@hud.gov';'Norman.A.Suchar@hud.gov';'Brett.D.Esders@hud.gov';'Denise.Dawson@hud.gov';'Anthony, Cheryl';'Mary.Bohan@usdoj.gov';'regan.rush@usdoj.gov';'Jennifer.Masoodi@usdoj.gov';'Dennis.Patrick.R@DOL.gov';'Temiquel.Maria@dol.gov';'hankie.ortiz@bia.gov';'spike.bighorn@bia.gov';'mercedes.garcia@bia.gov';'anita.personius@bia.gov';'Joanne.Waszczak@dot.gov';'andrew.kloster@dot.gov';'Harris, Keith W (VACO)';'Anthony.love@va.gov';'ANTHONY.PRISCO@usps.gov';'ml.jordan@ssa.gov';'Diandra.Taylor@ssa.gov';'Jackson, Larry B';'Gatica, Maribel M';aluanda.drain@gsa.gov;Esders, Brett D;Prisco, Anthony S - Washington, DC;Temiquel, Maria E - VETS;Curran, Ben;Bryon, Jemine A;hankie.ortiz@bia.gov;Love, Anthony L.;McLaughlin, John;Jordan, ML;Artista-Cuchna, Maria;Taylor, Diandra;Bohan, Mary (CRT);mercedes.garcia@bia.gov;Reynolds, Cody;Kloster, Andrew (OST);Dennis, Patrick R - ETA
Subject: USICH COUNCIL MEETING: JULY 19, 2018 at 2:00-3:30 PM ET
Attachments: Invitation_USICHCouncilMeeting_ED_July2018.pdf

USICH COUNCIL MEETING

Thursday, July 19, 2018

2:00 p.m. to 3:30 p.m.

U.S. Department of Housing and Urban Development

451 7th Street SW, Washington, DC – Brooke-Mondale Auditorium, Suite C (Lobby Level)

AMERICAN OVERSIGHT

Our second Council meeting of 2018 will include a focused discussion on preventing and ending homelessness in rural communities. The Council will hear from local leaders regarding their progress, challenges, and recommendations for federal actions. USICH will also provide a progress report on implementation of the Federal Strategic Plan to Prevent and End Homelessness over the first two quarters of FY 2018, and an update on the release and roll-out of the revised Federal Strategic Plan, *Home, Together*.

Agenda and read-aheads to follow.

In addition to accepting this calendar invite, please RSVP via email to katelyn.jennings@usich.gov.

Best,

Katie Jennings

Policy and Program Analyst

United States Interagency Council on Homelessness

202.205.4507 (o) (b)(6)

katelyn.jennings@usich.gov

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June 29, 2018

Jason Botel
Principal Deputy Assistant Secretary, Delegated the Authority To Perform the Functions and Duties of the Position of Assistant Secretary, Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Principal Deputy Assistant Secretary Botel:

On behalf of our Council Chair, HUD Assistant Secretary for Community Planning and Development Neal Rackleff, I am pleased to invite you to the next meeting of the United States Interagency Council on Homelessness. The meeting is scheduled for Thursday, July 19, 2018 from 2:00 – 3:30 p.m. at the U.S. Department of Housing and Urban Development, 451 7th Street SW, Room 10233 (10th Floor), Washington, D.C. 20410.

The Council meeting will begin with a progress report on implementation of the Federal Strategic Plan to Prevent and End Homelessness over the first two quarters of Fiscal Year 2018, and an update on the upcoming release and roll-out of the revised Federal Strategic Plan.

In keeping with the increased focus in the revised Federal Strategic Plan on tailoring strategies for rural areas, the Council will hear from several local leaders regarding their progress, challenges, and recommendations for federal actions needed to support rural areas to end homelessness. Following these presentations, the Interagency Working Group on Ending Homelessness in Rural Areas will present a set of proposed strategies and activities to support progress toward ending homelessness in rural areas, and Council members will be asked to provide input, adopt the proposed strategies, and to charge the Interagency Working Group with their implementation.

Thank you for your continued efforts to advance the goals of preventing and ending homelessness in America. Your agency's contributions and your participation in the Council remain essential to our success. If you are planning to attend the meeting, please RSVP by Friday, July 13, 2018 to Katie Jennings via email at katelyn.jennings@usich.gov.

Sincerely,

Matthew Doherty
Executive Director

AMERICAN OVERSIGHT
ED-17-0431-F-005338

From: Tanya Mathis
Sent: 11 Jul 2018 21:19:55 +0000
To: Tanya Mathis;ICH_Users;edahlin@cns.gov;alexander.kurien@gsa.gov;kathleen.l.kraninger@omb.eop.gov;Bonnie.Edwards@wdc.usda.gov;Botel, Jason;Kelly.Mitchell@hq.doe.gov;kara.townsend@hhs.gov;john.h.hill@hq.dhs.gov;Neal.J.Rackleff@hud.gov;miller.matthew.m@dol.gov;john.tahsuda@bia.gov;loren.smith@dot.gov;monica.diaz@va.gov;Edward.a.wohlganger@usps.gov;bob.patterson@ssa.gov;Christy.Rullman@va.gov;rosalie.r.torres@usps.gov;william.snow@hud.gov;bret.stevens1.civ@mail.mil;lrigas@cns.gov
Cc: Katie Jennings;Beverley Ebersold;Helene Schneider;Matthew Doherty;'anne.nussear@gsa.gov';'aluanda.drain@gsa.gov';'Alexandra.N.Marten@omb.eop.gov';'Jessica_L._Sun@omb.eop.gov';'scookehull@doc.gov';'carrie.coxen@ed.gov';'john.mclaughlin@ed.gov';'cody.reynolds@ed.gov';'James.Hendrix@hq.doe.gov';'Emily.Rosenoff@HHS.GOV';'Amanda.Benton@hhs.gov';'goldwyn.smith@hhs.gov';'susanne.cassil@hq.dhs.gov';'Randy.Windham@fema.dhs.gov';'Michael.Lee@fema.dhs.gov';'Ben.Curran@fema.dhs.gov';'jemine.a.bryon@hud.gov';'cherice.j.fraine@hud.gov';'Norman.A.Suchar@hud.gov';'Brett.D.Esders@hud.gov';'Denise.Dawson@hud.gov';'Anthony, Cheryl';'Mary.Bohan@usdoj.gov';'regan.rush@usdoj.gov';'Jennifer.Masoodi@usdoj.gov';'Dennis.Patrick.R@DOL.gov';'Temiquel.Maria@dol.gov';'hankie.ortiz@bia.gov';'spike.bighorn@bia.gov';'mercedes.garcia@bia.gov';'anita.personius@bia.gov';'Joanne.Waszczak@dot.gov';'andrew.kloster@dot.gov';'Harris, Keith W (VACO)';'Anthony.love@va.gov';'ANTHONY.PRISCO@usps.gov';'ml.jordan@ssa.gov';'Diandra.Taylor@ssa.gov';'Jackson, Larry B';'Gatica, Maribel M';aluanda.drain@gsa.gov;Esders, Brett D;Prisco, Anthony S - Washington, DC;Temiquel, Maria E - VETS;Curran, Ben;Bryon, Jemine A;hankie.ortiz@bia.gov;Love, Anthony L.;McLaughlin, John;Jordan, ML;Artista-Cuchna, Maria;Taylor, Diandra;Bohan, Mary (CRT);mercedes.garcia@bia.gov;Reynolds, Cody;Kloster, Andrew (OST);Dennis, Patrick R - ETA
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AMERICAN OVERSIGHT

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Best,

Katie Jennings
Policy and Program Analyst
United States Interagency Council on Homelessness
202.205.4507 (o) (b)(6)
katelyn.jennings@usich.gov

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From: Tanya Mathis
Sent: 11 Jul 2018 21:19:55 +0000
To: Tanya Mathis;ICH_Users;edahlin@cns.gov;alexander.kurien@gsa.gov;kathleen.l.kraninger@omb.eop.gov;Bonnie.Edwards@wdc.usda.gov;Botel, Jason;Kelly.Mitchell@hq.doe.gov;kara.townsend@hhs.gov;john.h.hill@hq.dhs.gov;Neal.J.Rackleff@hud.gov;miller.matthew.m@dol.gov;john.tahsuda@bia.gov;loren.smith@dot.gov;monica.diaz@va.gov;Edward.a.wohlganger@usps.gov;bob.patterson@ssa.gov;Christy.Rullman@va.gov;rosalie.r.torres@usps.gov;william.snow@hud.gov;bret.stevens1.civ@mail.mil;lrigas@cns.gov
Cc: Katie Jennings;Beverley Ebersold;Helene Schneider;Matthew Doherty;'anne.nussear@gsa.gov';'aluanda.drain@gsa.gov';'Alexandra.N.Marten@omb.eop.gov';'Jessica_L._Sun@omb.eop.gov';'scookehull@doc.gov';'carrie.coxen@ed.gov';'john.mclaughlin@ed.gov';'cody.reynolds@ed.gov';'James.Hendrix@hq.doe.gov';'Emily.Rosenoff@HHS.GOV';'Amanda.Benton@hhs.gov';'goldwyn.smith@hhs.gov';'susanne.cassil@hq.dhs.gov';'Randy.Windham@fema.dhs.gov';'Michael.Lee@fema.dhs.gov';'Ben.Curran@fema.dhs.gov';'jemine.a.bryon@hud.gov';'cherice.j.fraine@hud.gov';'Norman.A.Suchar@hud.gov';'Brett.D.Esders@hud.gov';'Denise.Dawson@hud.gov';'Anthony, Cheryl';'Mary.Bohan@usdoj.gov';'regan.rush@usdoj.gov';'Jennifer.Masoodi@usdoj.gov';'Dennis.Patrick.R@DOL.gov';'Temiquel.Maria@dol.gov';'hankie.ortiz@bia.gov';'spike.bighorn@bia.gov';'mercedes.garcia@bia.gov';'anita.personius@bia.gov';'Joanne.Waszczak@dot.gov';'andrew.kloster@dot.gov';'Harris, Keith W (VACO)';'Anthony.love@va.gov';'ANTHONY.PRISCO@usps.gov';'ml.jordan@ssa.gov';'Diandra.Taylor@ssa.gov';'Jackson, Larry B';'Gatica, Maribel M';aluanda.drain@gsa.gov;Esders, Brett D;Prisco, Anthony S - Washington, DC;Temiquel, Maria E - VETS;Curran, Ben;Bryon, Jemine A;hankie.ortiz@bia.gov;Love, Anthony L.;McLaughlin, John;Jordan, ML;Artista-Cuchna, Maria;Taylor, Diandra;Bohan, Mary (CRT);mercedes.garcia@bia.gov;Reynolds, Cody;Kloster, Andrew (OST);Dennis, Patrick R - ETA
Subject: USICH COUNCIL MEETING: JULY 19, 2018 at 2:00-3:30 PM ET

USICH COUNCIL MEETING

Thursday, July 19, 2018
2:00 p.m. to 3:30 p.m.

U.S. Department of Housing and Urban Development
451 7th Street SW, Washington, DC – Brooke-Mondale Auditorium, Suite C (Lobby Level)

Our second Council meeting of 2018 will include a focused discussion on preventing and ending homelessness in rural communities. The Council will hear from local leaders regarding their progress, challenges, and recommendations for federal actions. USICH will also provide a progress report on implementation of the Federal Strategic Plan to Prevent and End Homelessness over the first two quarters of FY 2018, and an update on the release and roll-out of the revised Federal Strategic Plan, *Home, Together*.

Agenda and read-aheads to follow.

AMERICAN OVERSIGHT

In addition to accepting this calendar invite, please RSVP via email to katelyn.jennings@usich.gov.

Best,

Katie Jennings
Policy and Program Analyst
United States Interagency Council on Homelessness
202.205.4507 (o) | (b)(6)
katelyn.jennings@usich.gov

Together, we are ending homelessness.
Subscribe to our newsletter.
Visit our website.

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 12 Jul 2018 12:14:10 +0000
To: Brogan, Frank;Botel, Jason
Subject: Utah

The state has not yet submitted the clean, signed version of the plan; once they do, Luz or someone else will need to bring Frank the clean signed plan and a copy of the memo to Sec. DeVos for him to sign

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:46 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:46 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 13:04:46 +0000
To: Brogan, Frank;Ramirez, Lisa;Rinkus, Christopher;Washington, Mark;Botel, Jason
Subject: Brief: Indian Education

a. New Director
b. OIG Audit
c. DPC workgroup

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

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Sent: 9 Jul 2018 20:37:58 +0000
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From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 20:37:58 +0000
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AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 25 Jul 2018 13:05:08 +0000
To: Brogan, Frank;Norris, Elizabeth;Botel, Jason
Subject: Brief: School of Choice at ED

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 13:06:24 +0000
To: Botel, Jason;Trachman, William
Subject: Call: Grants

William E. Trachman
Deputy Assistant Secretary For Policy and Development
Office For Civil Rights
U.S. Department Of Education
Desk: (202) 453-7424
(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 13:06:24 +0000
To: Botel, Jason;Trachman, William
Subject: Call: Grants

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Barnes, Joshua (OS/ASPR/OEM);Norris, Elizabeth
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 16:25:02 +0000
To: Botel, Jason;Barnes, Joshua (OS/ASPR/OEM)
Subject: Call: Josh Barnes & Jason Botel

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 14:10:51 +0000
To: Botel, Jason;Hodel, Hannah
Subject: Call: RRTF Meeting Notes

AMERICAN OVERSIGHT

From: Hilsey, Shaina
Sent: 9 Jul 2018 18:55:17 +0000
To: Hilsey, Shaina;Botel, Jason;Rinkus, Christopher;Norris, Elizabeth;Brogan, Frank;Ramirez, Lisa
Subject: Canceled: Shaina- Leave Time
Importance: High

AMERICAN OVERSIGHT

From:
Sent:
To:
Frank;Ramirez, Lisa
Subject:
Importance:

(b)(6)

AMERICAN OVERSIGHT

From:
Sent:
To:
Frank;Ramirez, Lisa
Subject:
Importance:

(b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 17:11:55 +0000
To: Botel, Jason
Subject: CCSSO Federal Liaison Summer Meeting

Dear Colleagues,

Each year, the Council of Chief State School Officers (CCSSO) hosts SEAs' designated Federal Liaisons in Washington, D.C., for meetings with key Administration and Congressional leaders. This year, rather than having us travel to its offices, CCSSO has offered to travel to ED. It anticipates 30-40 FLs in attendance from all across the nation.

OCO (Cody Reynolds and I) will be hosting the FLs in the LBJ Sub-Basement Meeting Room. We respectfully request the participation of your senior officer for brief general remarks and Q&A. Based on their availability in Outlook, we propose the following schedule.

9:00-9:20 AM	Michael Wooten (OCTAE)
9:20-9:40 AM	Jose Viana (OELA)
9:40-10:00 AM	Frank Brogan (OESE broadly)
10:00-10:40 AM	Jason Botel (ESSA specifically)
10:40-11 AM	Johnny Collett (OSERS)
11-11:30 AM	General Zais (school safety specifically)

If your senior officer is not interested, we would welcome an appropriate representative from your office.

Thank you for your consideration. I will send a meeting invite once I hear back from you. I am happy to answer any questions.

Best,
Adam

AMERICAN OVERSIGHT

From: EHR FC-STEM/CAP Goal
Sent: 9 Jul 2018 20:45:41 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Diane DeTroye;Albert Palacios;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

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To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Diane DeTroye;Albert Palacios;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
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Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting
Attachments: STEM Strategic Plan Outline as of 07.11.18.docx, Contrasts-Table_2013-to-2018-STEM_Plans.docx, 05.08.18 FC-STEM Meeting Minutes Final.pdf

Updated July 17: Attached are materials you will find helpful as you prepare for this meeting:

- Federal STEM Education 5-Year Strategic Plan outline as of July 11
- Draft document comparing the 2013 strategic plan with the vision for the 2018 strategic plan
- FC-STEM meeting minutes from May 8

Please be sure to review the outline and comparison documents, in particular. The meeting agenda will be distributed soon. Please also note that the meeting connection has changed and the updated connection information can be found at the end of this invite.

Best,
Susan

Hello, FC-STEM Members and IWG Co-Leads,

Jeff Weld has requested a teleconference meeting of FC-STEM to review a preliminary outline of the next Federal STEM Education 5-Year Strategic Plan. The conversation will inform a future meeting of CoSTEM, which will also convene around an outline of the next strategic plan. Please join us through Webex at the link or phone number below.

Note that FC-STEM will also meet on August 23. You should have received an invitation to this meeting already – please let me know if you did not.

If you have any questions, please feel free to reach out. Thank you very much for your time and assistance on short notice!

Best,

Susan Poland
Science Assistant

AMERICAN OVERSIGHT

FC-STEM Executive Secretary
Office of the Assistant Director, Office C 11017C
Directorate for Education and Human Resources
National Science Foundation
Direct Line: (703) 292-7253

BlueJeans Connection Information:

To join the meeting via web:
https://bluejeans.com/748349886

To join via phone :
1) Dial:
(b)(6)
2) E

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Outline: Federal STEM Education 5-Year Strategic Plan, 2018 -2023

Section 1: Preface / Introduction

a) *Purpose* – Description of the dual purposes of this document and how the document will be used.
   i) Legal requirements – ACA and AICA language
   ii) Vision - serves as a North Star for all stakeholders (who are defined in sec. d)
      - Federal Agencies
      - States
      - Others

b) *Background and history* – References to the 2013-2018 5-Year Strategic Plan and the related progress reports.
   i) Definitions - include "STEM community", "STEM program", and "STEM literacy"
   ii) Role of Federal government and key Federal STEM resources
   iii) Job opportunities in Federal STEM
   iv) Making the case for STEM education
   v) Science and engineering statistics from NSF Indicators
   vi) Other statistics

c) *Evolution of the plan* – Describe the inputs to the plan and how they were developed.
   i) OSTP's process to develop the objectives
   ii) State feedback process
   iii) Interagency process to develop goals and write plan

d) *Defining Stakeholders* – Describe the stakeholders and their roles in this plan. (Both federal and non-federal roles.)

e) *Organization of Plan*
   i) *Goals:*
      (1) Build Strong Foundations in STEM and a STEM-Literate Citizenry
      (2) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
      (3) Promote Diversity and Inclusion in STEM
      (4) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)

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ii) *Themes (or Tactics)*
   (1) **Community Partnerships** (#1,2,7,10)
   (2) **Convergence** (#3,5,7,8,9)
   (3) **Information Technology** (#4,5,6,7)
   (4) **Transparency and Accountability** (#11,12,13,14)

iii) Strategic Mechanisms - 14 (*without numbers, ordering will differ for narrative sake within each focus area)*
   (1) #1 - Expand partnerships of educational entities and employers:
      (a) Work-based learning including pre-apprenticeships, apprenticeships, internships, job shadows, job boards, cooperative education, and mentorships in STEM K-20;
   (2) #2 - Foster STEM networks (ecosystems) that unite all stakeholders across communities and regions (employers, preK-12, higher ed., nonprofits, nonformal ed., local governments, etc.) to drive talent toward STEM careers, which will in turn support economic development, especially in the realm of Skilled Technical Workforce.
   (3) #3 - Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, Making, problem-finding.
   (4) #4 - Expand research and programming into Digital Platforms for teaching/learning given the enormous potential to connect learners across the globe, to bring diverse expertise into classrooms, and to equalize educational opportunity in high-need schools and communities (both urban and rural).
   (5) #5 - Weave computational thinking principles* universally across grade levels and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines). [*Organize data for effective communication; Generate algorithms for procedures that reliably analyze processes; Create computational models using data and algorithms to simulate complex systems; Compare computational models to derive new insights.]
   (6) #6 - Promote digital literacy/fluency and cyber-safety practices including information gathering and communication, analysis of information, judicious communication, and critical analysis.
   (7) #7 - Increase diversity and inclusion of all Americans in STEM programs, including women, minorities, persons with disabilities, and people in rural areas.
      (a) Focus on retention at critical transitions;
      (b) Address the Belief Gap;
   (8) #8 - Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications, spanning the disciplines, solving contemporary open questions.
      (a) Data science and data literacy as universal applications
      (b) Modeling – formulating questions, data production, analysis, empiricism
      (c) Career information embedded into Mathematics learning (indeed, all subjects)

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(9) #9 - Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. Focus on competency, demonstration and application as assessment, vs. rote recall.

(10) #10 - Blend successful practices across traditional college-preparatory and career/technical education, and across formal (school based) and informal (out-of-school) STEM education in terms of impact assessment, practitioner credentialing, professional development, and public-private partnerships. Align education of all forms to what employers will need in future employees.

(11) #11 - Federal agencies that fund STEM and CS education programs should encourage leveraging/scaling/implementing of models (professional development, curriculum, etc.) that have been developed through Federal grants when appropriate.

(12) #12 -Identify common metrics across agencies to be used in assessing progress toward achieving objectives and then take appropriate steps to enhance effectiveness of the portfolio.

(13) #13 -Improve public awareness of information on programs' performance assessments by documenting program-level information on performance assessments in the federal STEM education inventory.

(14) #14 - Report required information on the participation rates of women, underrepresented minorities, and persons from rural areas in federal STEM education programs.

Section 2 – STEM Plan Organization – Goals → Themes (or tactics) → Strategic Mechanisms

- **2018-2023 STEM Goals**
  - iv) Build Strong Foundations in STEM and a STEM-Literate Citizenry
    [Narrative of ~300 words why this overarching goal is important.]
  - v) Prepare the Workforce of the Future (or, Prepare the Workforce and Entrepreneurs of the Future)
    [Narrative of ~300 words why this overarching goal is important.]
  - vi) Promote Diversity and Inclusion in STEM
    [Narrative of ~300 words why this overarching goal is important.]
  - vii) Provide Transparency through Data and Evaluations (TBD – Goal or Theme or both?)
    [Narrative of ~300 words why this overarching goal is important.]

- **Four categorical Themes** (or tactics) to support Goals, each supported by Strategic Mechanisms
  - (1) **Community Partnerships** (objectives 1, 2, 7, 10) - more effectively leverage the resources and opportunities provided by the broader community by fostering more

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inclusive communities and building partnerships and collaboration that cross sectors and stakeholders in order to serve STEM goals.
(a) Summary of objectives included
(b) Justification for grouping

(2) **Convergence** (objectives 3, 5, 8, 9) – moving forward by approaching STEM education in the context of community-based broad questions that integrate the disciplines in way that supports solving real world challenges.
(a) Summary of objectives included
(b) Justification for grouping

(3) **Information Technology** (objectives 4, 5, 6, 7) - leveraging the use and study of information technology to further STEM goals, particularly through the development of computational thinking skills and digital literacy, and through the use of digital platforms to further education programming.
(a) Summary of objectives included
(b) Justification for grouping

(4) **Transparency and Accountability** (objectives 11, 12, 13, 14) – clearly measure the effectiveness of STEM efforts and goals and make these measurements available, and scaling these effective measures to enable broader implementation.
(a) Summary of objectives included
(b) Justification for grouping

EXAMPLE THEME SEGMENT

THEME 2: Convergence

[Narrative of ~300 words on the importance of convergence, convergence acceleration, multidisciplinarity, transdisciplinarity, global challenges, big questions, un-siloed study, etc.]

1) Strategic Mechanism 1: Advance Innovation and Entrepreneurship Education: Business start-up incubators, prototyping and inventing (reduce barriers to invention such as patent fees), entrepreneurship development, science and engineering competitions, Making, *problem-finding*.
   i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
   ii) The "How" –
   - How it supports the four goals; and
   - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

   iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE
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2) Strategic Mechanism 2: Weave computational thinking principles universally across K-12, undergraduate and graduate education, and into all school subjects as well as into nonformal/informal learning events (using, for example, data science as a CS context across disciplines).
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal* program officer.
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

3) Strategic Mechanism 3: Support the contextual integration of mathematical sciences, including statistical reasoning and conceptual understanding, across the grades and subjects in ways that relate to daily real world applications of compelling interest to students, spanning the disciplines, solving contemporary open questions. [Data science and data literacy as universal applications; Modeling – formulating questions, data production, analysis, empiricism; Career information embedded into Mathematics learning.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –
        - How it supports the four goals; and
        - How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*
    iii) Common measurable metrics. *Eval. Team's expertise*

SAMPLE

4) Strategic Mechanism 4: Usher a new era of transdisciplinary, or convergent, study across STEM and including social science and humanities when appropriate, by which learners in teams take on grand challenges and broad investigative questions reflective of modern societal challenges. [Focus on competency, demonstration and application as assessment, vs. rote recall.]
    i) The "why" -- Background on its importance to individuals, communities, and the nation (literature review citing few, authoritative sources). *Let's ballpark 700 words, in a tone that speaks to the Scout leader, Superintendent, CEO, legislator, and Federal program officer.*
    ii) The "How" –

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- How it supports the four goals; and
- How Federal Departments and Agencies can enact it. *Half a dozen (generic, imaginative) ways Agencies could advance the objective in bullet format. (No programs can hit all objectives.) 300 words or so.*

iii) Common measurable metrics. *Eval. Team's expertise*

Section 3 - Conclusion

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FC-STEM Meeting Minutes
May 8, 2018
1:00 - 3:00PM
Eisenhower Executive Office Building

Welcome, Notes from NSTC Director, & Introductions

Jeff Weld opened the meeting and thanked everyone for their attendance. Jeff introduced Joan Ferrini-Mundy and Mike Kincaid, who provided introductory remarks. Joan noted that FC-STEM will be the working group that provides the fodder for CoSTEM, as FC-STEM members are the individuals most closely tied to the education work occurring at their respective agencies. Joan emphasized that it is important for FC-STEM's cross-agency work to continue. Joan also announced that this will likely be her final FC-STEM meeting, as she has accepted a position as President of the University of Maine and the President of the University of Maine at Machias. Mike Kincaid thanked Joan for her service. Mike underscored the importance of FC-STEM's work, noting that our collective efforts will inspire the next generation of students in STEM across the country.

Chloe Kontos then provided remarks as the Executive Director of the NSTC. Chloe noted that this is the first meeting of a reconstituted FC-STEM. The NSTC decided to appoint one person per agency to FC-STEM. Chloe thanked everyone for their past service and future contributions, and asked everyone to be ready to serve, as there is much work to be done. Chloe also noted that changes are coming as we develop the new strategic plan and consider the development of new IWGs.

Jeff remarked that we have a great opportunity to develop a more outward-facing strategic plan, which can establish a nationwide agenda in STEM education. Jeff noted that Roger Bybee has just published a book called "STEM Education Now More than Ever." The book is nicely timed with the release of the new strategic plan.

Following opening remarks, Jeff invited everyone in attendance to introduce themselves. A full list of attendees can be found in Appendix A.

CoSTEM Progress Report Update

Jeff introduced Sharon Williams and Alexis McKittrick from IDA's Science and Technology Policy Institute (STPI), who provided an update on the 2018 CoSTEM Progress Report. A handout provided by Sharon and Alexis can be found in Appendix B.

Alexis provided an overview of the process used to develop the progress report. In February, a data call went out to agencies to provide program outcome narratives, which would highlight agency achievements in STEM education. STPI received many valuable narratives through this data call. The final narratives to be included in the report are being edited in collaboration with agencies.

While STPI collected data from agencies, OMB also completed its 2018 STEM Education Inventory. The inventory collected data on FY17 actual and FY18 enacted funding levels for Federal STEM education

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programs. OMB's inventory revealed 166 federal STEM education programs operating in FY18, with a total budget of $2.9B across the federal government.

STPI also conducted interviews with agencies to better understand the program highlights that were submitted through the data call. Additionally, STPI used the interview as an opportunity to understand STEM education metrics, evaluations, interagency collaborations, and the dissemination of program information. Sharon thanked the agencies for a total of 13 hours of interview data. Five major takeaways emerged from these interviews, which provided context for the progress report:

- The influence of agency leadership and outside bodies (e.g. Congress, White House) on STEM education programs, their implementation, and their evaluation.
- Resource limitations impact agencies' capabilities to develop metrics and evaluate programs; the formation of the evaluation group within FC-STEM is particularly valuable for agencies that have limited support for or expertise in evaluation.
- Evaluation metrics should be developed with program objectives and agency priorities in-mind.
- Common metrics can make programs look identical, even when the programs may not actually overlap. This can be problematic when requesting funding.
- CoSTEM/FC-STEM agencies enjoy working together and the coordination has helped agencies achieve specific goals.

After Sharon and Alexis finished their remarks, Jeff asked the FC-STEM members for any questions or comments about the draft report and interview process.

A question was asked from the Department of Education about how OMB defines its STEM education programs – do STEM education programs have a specific focus on STEM education or are they programs where STEM education is an allowable activity?

- STPI responded that they used the definition from the original strategic plan to identify STEM education programs.
- FC-STEM members noted that going forward, it would be helpful to clarify what is defined as a STEM education program, as metrics and impacts differ between programs which require a STEM education component versus those programs that permit STEM education as an activity.
- OMB noted that the OMB data call is done on behalf of OSTP, so OMB defers to OSTP to figure out what to count as a STEM education program. If FC-STEM wishes to change the definition of a STEM program, FC-STEM should work with OSTP to establish a new definition.
- NIH and NSF also reported internal debate about the inclusion of certain programs in the CoSTEM inventory.
- Jeff stated that it would be useful to find a way to incorporate programs into the report that fund STEM education initiatives indirectly and distinguish them from those that fund STEM education directly.
- Joan favored a very broad definition of a STEM education program to reassure federal colleagues that being a part of CoSTEM's inventory is a good thing. However, a broad definition of STEM education programs makes evaluation even more complicated.

STPI noted that the first draft of the progress report will go to the FC-STEM members for review around May 21, and STPI will request a one-week review period in order to release the report to the public by

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June 2018. The progress report will include the OMB inventory but will not include the emergent priorities document, which is an internal working document.

Jeff thanked Sharon and Alexis for their efforts to develop this report.

Development of the Next Five-Year Strategic Plan

Jeff Weld provided an overview of the draft strategic plan priorities that were circulated in advance of the meeting (included as Appendix C). Jeff developed the draft priorities through meetings with interested individuals in the STEM community. The list of people who have contributed to these priorities is included but is not intended to be made public. Jeff invited FC-STEM members to provide input on these priorities, and encouraged members to circulate the priorities document to colleagues for feedback.

Questions and comments were put forward about the priorities. [Questions and comments are written below in the order in which they were asked/stated.]

- How important is it that the strategic plan spans the full federal investment? Do these priorities indicate that the investments should shift?
    - This is something to consider going forward – there is no clear answer at this time.
- The priorities in the current strategic plan explain "what" we should focus on, while these emergent new priorities focus on "what" and "how." This could be a useful way to consider priorities going forward.
    - It would also be useful to better understand "why" these priorities are included.
- It will be important for agency STEM education stakeholders to see themselves in the new plan.
- It would be helpful to consider why we are engaging in the development of a new five-year plan? We should consider, "What do we want to accomplish in five years?" Do we wish to collaborate to establish a scientifically-literate citizenry? Do we hope our collaboration will develop a strong STEM workforce? Answering these questions will help us identify appropriate priorities.
    - A heavy emphasis on workforce development can cause us to lose focus on the development of a scientifically-literate citizenry.
- The outline appears to be focused heavily on the K-12 level. The biomedical research workforce needs reach above and beyond the K-12 level, and it is important to include the biomedical workforce in this plan.
- Some of the priorities might be combined, such as the items related to interdisciplinary/ transdisciplinary research.
- Teacher quality seems to be missing from this list of priorities. There are many things related to teacher quality that we might consider in the development of this plan, including the role of professional development and teacher compensation.
- Echoing an earlier statement, "What do we want to accomplish? What are our long-term goals?"
- We should consider, "What is the role of the federal government in these priority areas?" This is not a global STEM education plan, but a plan for the federal government to move an agenda forward.

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- Lifelong learning could be considered a priority. We might think about ways to train and retrain workers effectively, as it is unlikely that people will stay in a specific career field for many years.
- The "what," "how," and "why" buckets are helpful in considering these priorities. Answering these questions will help us to develop measures and outcomes.
- Priority 10 might be revised to say, "Enhance the engagement of youth through informal activities." There are boundaries between informal and formal learning environments. We can start early with informal education opportunities to incentivize students to continue to participate in STEM.
- As NOAA explored these draft priorities, they felt that they struggled to see how they could contribute to most of the priorities. It would be good to continue to consider how best to leverage agency assets.
- How will this plan build on the prior plan? How do we connect the pieces of the last plan with the new priorities?
- Building on an earlier comment, there are priorities that could be collapsed or consolidated.
- Basic science is missing in these priorities. There are lots of priorities in the draft outline focused on technology and mathematics. Students also need basic knowledge of science.
- Medicine is missing in the current plan.
- The NSTC has reconstituted its work. We might be able to align our work around the reconstituted NSTC. We could pick a few of the S&T areas and how we might address them through this strategic plan.
- We learned a big lesson through the implementation of the last plan – it is important to leverage agency assets. We only started to do this under the current plan. Going forward, we need to keep mission science agency investments in-mind.

Jeff invited everyone to be a part of the writing process going forward. He noted priorities as-written are reflective of the constituents who have had input into the plan so far.

Questions were asked about how work on the strategic plan will move forward [responses from Jeff/Chloe/FC-STEM leadership are presented as sub-bullets]:

- Will CoSTEM convene to assess the strategic plan and provide input into the strategic plan?
    - CoSTEM is charging this group with developing the strategic plan. FC-STEM members should be briefing their agency heads, and CoSTEM will sign-off on this work.
- Is it important that feedback on the strategic plan be brought back from leadership in a systematic way?
    - Not at this time – send any information to Jeff about priorities.
- Will each agency have a representative on CoSTEM?
    - Maybe not. This is still up for discussion. There is an expectation that FC-STEM members are briefing their leadership. FC-STEM may want to decide, as a group, when to brief agency leadership.
- Will the strategic plan go through public comment?
    - Probably not. The plan did not go through public comment last time – the design of the strategic plan was kept internal. Some NSTC committees have explicit requirements to undergo public comment, but CoSTEM does not.
- What is the timeline for the development/release of the next plan?

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- We are hoping to release the plan this fall. Because of this, it will have an influence on the FY2021 budget requests. An R&D priorities memo will be released ahead of the finalized strategic plan that will incorporate some of these priorities, and will influence budget requests before FY2021.

Other FC-STEM Updates

After discussing the priorities in the next strategic plan, updates were provided on other ongoing FC-STEM activities.

Joan provided a report-out on the evaluation working group. Evaluation leaders from the FC-STEM agencies met on February 2. The work of this group will continue, though the group will not be formalized into an IWG within FC-STEM with an official charter. A specific call for members will be released.

Susan then provided an overview of the transition of the broadening participation IWG to the "Interagency Working Group on Inclusion in STEM," or IWGIS. The AICA specifically mandated the formation of an interagency working group on inclusion in STEM. Because the charge of the IWGIS overlapped with the work of the BP IWG, a merging of charters was proposed between the BP IWG and planned IWGIS. Ultimately, the decision was made to merge the two groups, and the broadening participation IWG formally became the IWGIS in April of 2018. The IWGIS will continue to focus on broadening participation issues as they relate to STEM education, but will also encompass the work mandated in the AICA, which relates to understanding inclusion in the federal STEM education workforce. The charter for this group will last for 10 years, in accordance with the AICA mandate, so will remain in effect until April 2028. The NSTC made the decision to change the charter and name of the group to eliminate the risk of duplication of efforts and risk stretching personnel thin.

A question was asked about the length of FC-STEM's strategic plan: Since the charter for the IWGIS is 10 years, will the strategic plan also be extended to last for 10 years?

- Response from Chloe: No. The NSTC would like to stay away from charters that last 10 years – the charter for the IWGIS was only signed for 10 years because of statute. The FC-STEM strategic plan will last for 5 years.

Jeff would like to see the current broadening participation group stay in-tact, but then add talent to the group to meet the new mandate. A call for members of this group will be sent out after the meeting.

Nafeesa Owens then provided an overview of the progress toward the development of the STEM Education Advisory Panel. This panel was required to be developed in alignment with the AICA. The panel will advise CoSTEM and assess CoSTEM's progress. Outreach was done to identify potential members, and a notice about the panel's formation was posted in the Federal Register. NSF received over 800 inquiries about the panel, which resulted in 450 nominations. The NSF Director, in consultation with NASA, NOAA, and ED, is responsible for appointing members to the panel. The Director is currently reviewing member recommendations. Recommendations will also be sent to NASA, NOAA, and ED for

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concurrence. Once members are approved, the names will be sent to the FC-STEM community. It is hoped that the panel will meet in late June.

Jeff then provided an update on the state STEM leaders convening, which will take place on June 26. Three STEM leaders per state were identified by their governors to attend the meeting to provide feedback on the development of the strategic plan. Facilitators will be needed for the meeting – Jeff will send a request for facilitators. Facilitators will attend a pre-meeting training session and will also attend a post-meeting debrief. Contractors from EDC, supported by the NSF, will train the facilitators. The meeting will take place on June 26. Facilitators will need to be able to commit to the day of the event on June 26, and a one-hour training before the meeting and a one-hour debrief after the event. Jeff hopes agency directors will be in the room during the convening. This convening will be an intimate workshop, not a conference. There are outside people who have asked to attend this meeting but only the nominees from the state agencies will be able to participate.

Mike Kincaid, Jeff Weld, and Joan Ferrini-Mundy then provided an update on the status of the IWGs. The IWGs will continue as-is for now, as these groups serve as important networks for information dissemination. The groups should close-up current projects, and the groups can continue to expect to send out calls for information. The current co-chairs were thanked for their past and continued service.

Meeting Wrap-Up and Adjournment

Joan and Mike thanked everyone for their continued service to FC-STEM. As this was likely Joan's final FC-STEM meeting, Chloe then thanked Joan for her service. Joan started as FC-STEM co-chair in 2014, when she was Assistant Director in the Education and Human Resources Directorate at the NSF. She continued her role as FC-STEM co-chair when she became NSF's Chief Operating Officer in 2017. Chloe thanked Joan for her efforts leading FC-STEM.

Jeff thanked everyone for their attendance and the meeting was adjourned.

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Appendix A
Meeting Attendees

FC-STEM, OSTP Leadership

Role (Agency)	Name
FC-STEM Co-Chair (NSF)	Joan Ferrini-Mundy
FC-STEM Co-Chair (NASA)	Mike Kincaid
NSTC	Chloe Kontos
OSTP	Jeff Weld
FC-STEM Senior Advisor (NSF)	Nafeesa Owens
FC-STEM Executive Secretary (NSF)	Susan Poland

Agency Representatives

Agency	Name
Department of Agriculture	Muquarrab Qureshi
Department of Commerce	Louisa Koch
Department of Defense	Syed Shah (delegated by Jagadeesh Pamulapati)
Department of Defense	Diann McCants (delegated by Jagadeesh Pamulapati)
Department of Education	Jason Botel
Department of Energy	Julie Carruthers
Department of Interior	Craig Robinson
Department of Labor	Bronte Wigan
Department of Transportation	Loren Smith
Environmental Protection Agency	Jayne Michaud
National Institutes of Health	Kay Lund (also Grad Ed IWG Co-Lead)
Smithsonian Institution	Carol O'Donnell (also Engagement IWG Co-Lead)

FC-STEM IWG Co-Leads

Role (Agency)	Name
P-12 IWG Co-Lead (NSF)	Jim Lewis
Undergraduate Education IWG Co-Lead (NSF)	Celeste Carter
Undergraduate Education IWG Co-Lead (DoE)	Jim Glownia
Broadening Participation IWG Co-Lead (NSF)	Sylvia James
Broadening Participation IWG Co-Lead (NIH)	Charlene Le Fauve (delegated by Hannah Valantine)
Engagement IWG Co-Lead (NASA)	Diane DeTroye
CSforAll IWG Co-Lead (ED)	Albert Palacios
CSforAll IWG Co-Lead (NSF)	Jan Cuny

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Other Attendees

Agency	Name
Department of Commerce	Andrea Sassard
Department of Education	Jean Morrow
Department of Interior	Eleanour Snow
National Nanotechnology Coordination Office	Lisa Friedersdorf
OMB	Grace Hu
OMB	Yi Pei
OSTP	Sean Bonyun
STPI	Alexis McKittrick
STPI	Sharon Williams

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To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;James Glownia;Diane DeTroye;Albert Palacios;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

From: EHR FC-STEM/CAP Goal
Sent: 9 Jul 2018 20:45:41 +0000
To: EHR FC-STEM/CAP Goal;mqureshi@nifa.usda.gov;louisa.koch@noaa.gov;Jagadeesh.Pamulapati.civ@mail.mil;Wigen.Bronte.R@dol.gov;evanslc2@state.gov;Jean.Morrow@ed.gov;Botel, Jason;julie.carruthers@science.doe.gov;kay.lund@nih.gov;stephanie.willett@hq.dhs.gov;crrobinson@usgs.gov;esnow@usgs.gov;Timothy.Klein@dot.gov;Loren.Smith@dot.gov;michaud.jayne@epa.gov;michael.a.kincaid@nasa.gov;Poland, Susan M;Owens, Nafeesa H;Catherine_A_Derbes@omb.eop.gov;jeffrey.d.weld@ostp.eop.gov;odonnellc@si.edu;Bertram_J_Wyman@omb.eop.gov;hauchman.fred@epa.gov;James, Sylvia M.;Davis, Rhonda J;Lewis, William J.;Carter, V. Celeste;James Glownia;Diane DeTroye;Albert Palacios;Cuny, Janice E.
Cc: Watkins, Andrea;mea.w.miller@nasa.gov;echevarriak@si.edu;Shaina.Hilsey@ed.gov
Subject: FC-STEM Meeting

AMERICAN OVERSIGHT

From: ED Internal Communications
Sent: 9 Jul 2018 17:55:52 +0000
To: ED Internal Communications;DoED - All ED Employees
Cc: Kraisinger, Elizabeth;Aceves, Lorena;Walte, Samantha;Nemer, Shannon;Vencato, Bianca;Larson, Meredith;patyson@mail.usf.edu;Wilkins, Samuel;Child, Erik;Gray, Jason;Ceja, Beatriz
Subject: Lunch and Learn: Sec. DeVos and Swiss Expert Ursula Renold on Switzerland's Approach to Apprenticeships

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 9 Jul 2018 20:47:32 +0000
To: Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa;Botel, Jason
Subject: Mark-Out (Funeral)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 Jul 2018 13:49:11 +0000
To: Botel, Jason;Marcus, Kenneth;Collett, Johnny;Botch, Kimberly;Brogan, Frank
Subject: Meet: Discipline in Special Education

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 9 Jul 2018 19:17:27 +0000
To: Ramirez, Lisa;Botel, Jason;Viana, Jose;Perry O. Hooper, Jr.
Subject: Meet: Federal Funding to Educate English Learners

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 13:58:22 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher
Cc: Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
Subject: OSS Policy Meeting

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 13:58:22 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher
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Cc: Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa;Hilsey, Shaina
Subject: OSS Policy Meeting
Attachments: TN Redline ATSI Excerpt.pdf, tnoptionsmemo7.13.18.docx, TN ESSA State Plan CSI Excerpt.pdf

→

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AMERICAN OVERSIGHT

economically disadvantaged, defined as eligible via direct certification. Therefore, the weighting of subgroups for all schools should be set to reflect statewide demographics.

Based on the feedback from stakeholder groups and the rationale articulated above, the final accountability reporting for each school will result in a dashboard summary available on the department's website after SY 2017-18.

Identification of Reward Schools for Special Recognition

Since 2012, Tennessee has recognized schools with the highest performance and progress as Reward schools. ~~In the new school accountability framework, we will continue highlighting schools earning an overall letter grade of "A" as Reward schools.~~ Based on the structure of the accountability framework, Reward schools will include those schools with high absolute achievement, as well as lower achieving schools with extraordinary progress in achievement that equates to changing the life trajectory of students. The department will transparently report Reward schools earning the designation for performance and those earning the designation for progress (or both) on an annual basis. Schools eligible for comprehensive, targeted, or additional targeted support are not eligible to be a Reward school.

Identification of Focus Schools for Targeted Support and Additional Targeted Support

In addition to schools eligible for comprehensive support ~~schools~~, states must also identify schools for targeted support and improvement and additional targeted support and improvement. In Tennessee, these schools are called "Focus schools." Focus schools are identified in two ways: first if the overall school performance is considered "consistently underperforming" or second if the school's student population includes "consistently underperforming subgroups," as defined by the state.

For the 2018-19 school year, Tennessee will identify schools for additional targeted support. Beginning in 2019-20 school year, Tennessee will identify schools for targeted support and additional targeted support. All schools identified will be labeled as Focus schools.

A "consistently underperforming" school is a school that earns an overall ~~letter grade~~ rating of ~~'D'~~ 1.0 or less in the accountability system for meaningful, annual differentiation. As described in the previous section, the school ~~grading~~ accountability framework is weighted at 40 percent for the performance of students from historically underserved student groups. Based on this weighting, it is nearly impossible for a school earning ~~a D~~ a 1.0 or less not to be in need of improvement for subgroup performance.

Additionally, a school will be identified as Focus if one or more of its subgroups are a consistently underperforming subgroup. Tennessee defines a **'consistently underperforming' subgroup** as any student group in a school that is performing in the bottom five percent of all schools meeting the minimum n-size of 30 to be held accountable for one or more of the six federally-recognized groups—Black, Hispanic, Native American, Asian, Hawaiian-Pacific Islander, White, Black/Hispanic/Native American combined (BHN), economically disadvantaged (ED), English learners (EL), and students with disabilities (SWD). Tennessee will review all schools that meet the n-size for any of the major racial

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and ethnic subgroups and identify schools with student performance in the bottom 5% for Black or Hispanic or Native American as additional targeted support schools.

~~A school that earns a letter grade of A, B, C, or D,~~ Any school can be identified as a Focus school (for additional targeted support) based on the performance of its student groups meeting the definition of a consistently underperforming subgroup. Schools can be identified for one of the federally recognized student groups or for multiple subgroups.

In summary:

- Focus schools are schools identified for targeted support and additional targeted support
- Any school ~~earning a letter grade of A, B, C, or D~~ can be identified as a Focus school based on the performance of its subgroup(s)
- Any school earning a ~~D overall~~ 1.0 or less will be identified for targeted support
- Any school (that is ~~not a Priority school~~ eligible for Comprehensive Support) that performs in the bottom 5 percent for any of the four accountability subgroups will be identified for targeted support
- Any school earning a ~~D overall~~ 1.0 or less and in the bottom 5 percent for any of the four accountability subgroups will be identified for additional targeted support
- Any school that performs in the bottom 5 percent for more than one of the four accountability subgroups, including the six federally-recognized subgroups, will be identified for additional targeted support
- Any school that meets the n-size of 30 for any of the six federally-recognized subgroups and performs in the bottom 5 percent will be identified for ~~additional~~ targeted support

~~Priority schools~~ Schools that are eligible for Comprehensive Support will not be eligible for ~~Focus designation~~ targeted support, nor additional targeted support. A school can be identified for multiple subgroups, and five percent of eligible schools will be identified for each subgroup. Additionally, all schools earning an overall ~~letter grade of D~~ rating of 1.0 or less will be identified as Focus schools. Based on analysis of historical data, the vast majority of schools earning an overall ~~letter grade of D~~ rating of 1.0 or less would be identified as a Focus school based on low subgroup performance. But, for those schools who do not meet criteria based on the subgroup pathway, the department recognizes that the marginal performance of that school also requires targeted support. Our stakeholder feedback also indicated the need to ensure all schools earning a letter grade of D would receive increased engagement and support from the department. Designating these schools as Focus will satisfy stakeholder concerns. We estimate that approximately 13–14 percent of schools will be identified as Focus schools and receive targeted support from the district and state resources.

~~In order for stakeholders to readily identify those schools with challenges in subgroup performance, Focus schools will receive a "minus" on their school grade if earning an A, B, or C designation. For example, if a school earns an overall average of "B" but is identified as a Focus school for a subgroup, the overall school grade would be reported as "B-." Therefore, any "A-" school would not be eligible for Reward school recognition. All D schools would be Focus, so there is no need for "D-" for those distinction for public transparency. Moreover, the report card would clearly define what the Focus school designation means in the context of the school improvement continuum.~~

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AMERICAN OVERSIGHT

(b)(5)

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

From: Ramirez, Lisa
Sent: 10 Jul 2018 13:58:22 +0000
To: Ramirez, Lisa;Miceli, Roberta;Rooney, Patrick;Botel, Jason;Brogan, Frank;Washington, Mark;Rinkus, Christopher
Cc: Schmidt, Ashlee;Ofodile-Carruthers, Nkemjika;Rigling, Kay;Becker, Judith;Siry, Melissa
Subject: OSS Policy Meeting

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Subject: OSS Policy Meeting

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 10 Jul 2018 13:12:57 +0000
To: Brogan, Frank;Merriweather, Denisha;Lessard, Ron;Ramsey, Tara;Botel, Jason
Subject: Pre-meet Native Youth Engagement Session

AMERICAN OVERSIGHT

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Subject: Pre-meet Native Youth Engagement Session

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 18:39:20 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Brogan, Frank
Subject: Pre-meet- Title IV Policy Question

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 9 Jul 2018 18:39:20 +0000
To: Botel, Jason;Ramirez, Lisa;Rinkus, Christopher;Brogan, Frank
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To: Botel, Jason;Ramirez, Lisa;Botel, Jason;Rinkus, Christopher;Brogan, Frank
Subject: Pre-meet- Title IV Policy Question

AMERICAN OVERSIGHT

From:
Sent:
To:
Frank;Ramirez, Lisa
Subject:

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AMERICAN OVERSIGHT

From: (b)(6)
Sent:
To:
Elizabeth;Rinkus, Christ
Subject:

AMERICAN OVERSIGHT

From:
Sent:
To:
Frank;Ramirez, Lisa
Subject:

(b)(6)

AMERICAN OVERSIGHT

From: Brogan, Frank
Sent: 9 Jul 2018 17:39:24 +0000
To: Brogan, Frank;Botel, Jason;Rosenfelt, Phil;Lee, Ebony;Oppenheim, Peter;Talbert, Kent;Conaty, Joe;Ramirez, Lisa;Rinkus, Christopher
Subject: Title IV Policy Question

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Subject: Title IV Policy Question

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Zais, Mitchell
Sent: 9 Jul 2018 20:35:04 +0000
To: Zais, Mitchell;Talbert, Kent;Brogan, Frank;Botel, Jason;Oppenheim, Peter;Lee, Ebony;Rosenfelt, Phil;Rinkus, Christopher
Subject: Title IV Use of Funds Meeting

AMERICAN OVERSIGHT

From: Washington, Mark
Sent: 14 Aug 2017 16:44:10 +0000
To: Washington, Mark;Botel, Jason;Hunter, Tina;Rinkus, Christopher;Coxen, Carrie;Coley, Jerine;Ramirez, Lisa
Subject: Canceled: Front Office
Attachments: Untitled, Untitled, Untitled, Untitled, Untitled
Importance: High

***Occurs every 3 weeks on Tuesday effective 9/19/2017 from 1:30 PM to 2:00 PM**

Please see call-in information:
Number: (b)(6)
Participant: (b)(6)
Leader: (b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:23 +0000
To: Johnston, Michael;Washington, Mark;Botel, Jason;Rinkus, Christopher;Coxen, Carrie;Coley, Jerine;Chism, Monique;Hunter, Tina
Subject: Front Office combined w/OAS weekly
Attachments: JB Calendar 2017 One Drive Calendar.pdf

***Occurs every 3 weeks on Tuesday effective 9/19/2017 from 1:30 PM to 2:00 PM**

Please see call-in information:
Number: (b)(6)
Participant: (b)(6)
Leader (b)(6)

AMERICAN OVERSIGHT

Page 003

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Page 004

Withheld pursuant to exemption

(b)(6)

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AMERICAN OVERSIGHT

November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
					(b)(6)	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
			(b)(6)			
19	20	21	22	THANKSGIVING 23	24	25
	(b)(6)					
26	27	28	29	30		
			(b)(6)			

NOTES

AMERICAN OVERSIGHT

December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
		(b)(6)				
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	
						30 31

NOTES

AMERICAN OVERSIGHT

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
			(b)(6)			
28	29	30	31			

NOTES

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:23 +0000
To: Chism, Monique;Johnston, Michael;Washington, Mark;Botel, Jason;Hunter, Tina;Rinkus, Christopher;Coxen, Carrie;Coley, Jerine;Ramirez, Lisa
Subject:
Attachments: AGENDA - Front Office Ops 101617.docx

***Meeting being moved to 10/17 @1:30**

Please see call-in information:
Number: (b)(6)
Participant: (b)(6)
Leader: (b)(6)

AMERICAN OVERSIGHT

Page 009

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Subject:

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:23 +0000
To: Rinkus, Christopher;Washington, Mark;Hunter, Tina;Botel, Jason;Coxen, Carrie;Coley, Jerine;Ramirez, Lisa;Rinkus, Christopher
Subject:

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 17 Jul 2017 18:53:09 +0000
To: Washington, Mark;Botel, Jason;Chism, Monique;Johnston, Michael;Coxen, Carrie;Coley, Jerine;Curet-Rivera, Luz;Hunter, Tina;Sweeney, Alexandra;Nataniel, Luis;Frost, Frances;Rinkus, Christopher;Ahmady, Lori
Subject: Canceled: (b)(6) (leave) (b)(6)
Importance: High

AMERICAN OVERSIGHT

From: Chism, Monique
Sent: 12 Jul 2017 19:32:42 +0000
To: Chism, Monique;Botel, Jason
Subject: Canceled: OESE Update
Attachments: Untitled
Importance: High

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Chism, Monique;Botel, Jason
Subject:
Importance: High

(b)(6)

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
Sent: 28 Apr 2017 19:25:59 +0000
To: Simmons, Lee (Dougie);Botel, Jason;Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael;Ramakis, Jessica;Hammer, Victoria;Jones, Diane;St.Pierre, Tracey;Viana, Aimee;Schneider, Mark;Ramirez, Andrea;Miller, Daniel J;Stader, Jim;Marcus, Kenneth;Brogan, Frank;Blew, James
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam;Abramczyk, Nicholas;Collett, Johnny;Webster, Douglas;McCloskey, Amber;Talbert, Kent;Kean, Larry;Muniz, Carlos;Trachman, William
Subject: Canceled: Weekly Career-Political Leadership Meeting Conference Line - (b)(6) Participate Code (b)(6)
Attachments: Untitled, Untitled

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Buchesky, Stanley;Lee, Ebony;Ferguson, Gillum;Frendewey, Matthew;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Runcie, James;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;viana.jose@ed.gov;Viana, Jose;Botel, Jason
Subject:

Conference Line (b)(6)
Participate Code

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000

To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Buchesky, Stanley;Lee, Ebony;Ferguson, Gillum;Frendewey, Matthew;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Runcie, James;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;viana.jose@ed.gov;Viana, Jose;Botel, Jason

Subject: Weekly Department Senior Leadership Meeting Conference Line - (b)(6) (b)(6) Participate Code (b)(6)

(b)(6)

Conference Line - (b)(6)
Participate Code -

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Battle, Sandra;Gray, Jason;Carter, Denise;Menashi, Steven;Conaty, Joe;Ford, Kim R.;Lee, Ebony;McLaughlin, Maureen;Navarro, Erica;Brock, Thomas;Ryder, Ruth;Ferguson, Gillum;Venable, Joshua;Smith, Kathleen;Toner, Jana;Rosenfelt, Phil;Petersen, Molly;Anand, Supreet;Kissel, Adam;Cuffee-Graves, Cassandra;Bell-Ellwanger, Jenn;Goad, Robert;Jackson, Candice;Manning, James;Eitel, Robert;Soltis, Tim;Dorfman, Cynthia;Bailey, Nathan;McFadden, Elizabeth;Mahaffie, Lynn;Botel, Jason;Ventimiglia, Eric;Viana, Jose;Green, Bianca;Ham, Holly;Betka, Sue;Anderson, Margo;Chism, Monique;Richey, Kimberly
Subject: FW: Weekly Career-Political Leadership Meeting Conference Line - 866-613-0463; Participate Code - 8811918

From: Simmons, Lee (Dougie)
Sent: Friday, April 28, 2017 7:25:59 PM UTC
To: Simmons, Lee (Dougie); Ham, Holly; Manning, James; Venable, Joshua; Ventimiglia, Eric; Lee, Ebony; Ferguson, Gillum; Eitel, Robert; Goad, Robert; Toner, Jana; Betka, Sue; Carter, Denise; Ford, Kim R.; Anand, Supreet; Anderson, Margo; Battle, Sandra; Bell-Ellwanger, Jenn; Brock, Thomas; Chism, Monique; Conaty, Joe; Cuffee-Graves, Cassandra; Dorfman, Cynthia; Gray, Jason; Mahaffie, Lynn; McFadden, Elizabeth; McLaughlin, Maureen; Navarro, Erica; Petersen, Molly; Rosenfelt, Phil; Ryder, Ruth; Soltis, Tim; Jackson, Candice; Smith, Kathleen; Green, Bianca; Viana, Jose; Botel, Jason; Menashi, Steven; Richey, Kimberly; Kissel, Adam
Cc: Bailey, Nathan
Subject: Weekly Career-Political Leadership Meeting Conference Line - 866-613-0463; Participate Code - 8811918
When: Monday, August 21, 2017 3:30 PM-4:00 PM.
Where: Secretary's Conference Room (OS Managed)

Conference Line - 866-613-0463
Participate Code - 8811918

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Botel, Jason
Cc: Sherman, Brandon;Luczak, Ronald;Bailey, Nathan;Oppenheim, Peter
Subject:

Conference Line - (b)(6)
Participate Code -

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter
Subject:

Conference Line (b)(6)
Participate Code

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Chism, Monique;Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Chism, Monique;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa
Subject: Weekly Career-Political Leadership Meeting Conference Line (b)(6) (b)(6) Participate Code (b)(6)

Conference Line (b)(6)
Participate Code

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Chism, Monique;Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Ford, Kim R.;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Toner, Jana;Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Toner, Jana;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Bell-Ellwanger, Jenn;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael;Botel, Jason
Cc: Sherman, Brandon;Kim, Ann;Collett, Johnny;Webster, Douglas;Talbert, Kent;Ramakis, Jessica;Sheehan, Richard;Dempster, Carolyn;Bailey, Nathan;Oppenheim, Peter;Ramirez, Lisa;Honeysett, Adam;Abramczyk, Nicholas;McCloskey, Amber
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
Subject:

AMERICAN OVERSIGHT

From: Simmons, Lee (Dougie)
Sent: 14 May 2018 16:55:11 +0000
To: Simmons, Lee (Dougie);Walker, Kathryn;Talbert, Kent;Sherman, Brandon;Manning, James;Oppenheim, Peter;McLaughlin, Maureen;Ferguson, Gillum;Gray, Jason;Kean, Larry;Venable, Joshua;Ham, Holly;Schneider, Mark;McFadden, Elizabeth;Conaty, Joe;Navarro, Erica;Ramakis, Jessica;Kim, Ann;Anderson, Margo;Richey, Kimberly;Betka, Sue;Soltis, Tim;Hammer, Victoria;Viana, Aimee;Rosenfelt, Phil;Battle, Sandra;Eitel, Robert;Menashi, Steven;Goad, Robert;Anand, Supreet;Honeysett, Adam;Collett, Johnny;Botel, Jason;Abramczyk, Nicholas;Mahaffie, Lynn;St.Pierre, Tracey;Carter, Denise;Muniz, Carlos;Ramirez, Lisa;Bailey, Nathan;Wooten, Michael;Webster, Douglas;Green, Bianca;Smith, Kathleen;Cuffee-Graves, Cassandra;Jones, Diane;Ventimiglia, Eric;Lee, Ebony;Brock, Thomas;Dorfman, Cynthia;Petersen, Molly;Ryder, Ruth;Jackson, Candice;Viana, Jose;Kissel, Adam
Cc: McCloskey, Amber
Subject: FW: Weekly Career-Political Leadership Meeting Conference Line (b)(6) (b)(6) Participate Code - (b)(6)

From: Simmons, Lee (Dougie)
Sent: Friday, April 28, 2017 7:25:58 PM UTC
To: Simmons, Lee (Dougie); Ham, Holly; Manning, James; Venable, Joshua; Ventimiglia, Eric; Lee, Ebony; Ferguson, Gillum; Eitel, Robert; Goad, Robert; Betka, Sue; Carter, Denise; Anand, Supreet; Anderson, Margo; Battle, Sandra; Brock, Thomas; Conaty, Joe; Cuffee-Graves, Cassandra; Dorfman, Cynthia; Gray, Jason; Mahaffie, Lynn; McFadden, Elizabeth; McLaughlin, Maureen; Navarro, Erica; Petersen, Molly; Rosenfelt, Phil; Ryder, Ruth; Soltis, Tim; Jackson, Candice; Smith, Kathleen; Green, Bianca; Viana, Jose; Botel, Jason; Menashi, Steven; Richey, Kimberly; Kissel, Adam; Walker, Kathryn; Wooten, Michael; Ramakis, Jessica; Hammer, Victoria; Jones, Diane; St.Pierre, Tracey; Viana, Aimee; Schneider, Mark
Cc: Bailey, Nathan; Sherman, Brandon; Oppenheim, Peter; Ramirez, Lisa; Kim, Ann; Honeysett, Adam; Abramczyk, Nicholas; Collett, Johnny; Webster, Douglas; McCloskey, Amber; Talbert, Kent; Kean, Larry; Muniz, Carlos
Subject: Weekly Career-Political Leadership Meeting Conference Line (b)(6) Participate Code - (b)(6)
When: Monday, May 14, 2018 3:30 PM-4:00 PM.
Where: Secretary's Conference Room (OS Managed)

Dial -in Number (b)(6)
Participant Code

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael;Ramakis, Jessica;Hammer, Victoria;Jones, Diane;St.Pierre, Tracey;Viana, Aimee;Schneider, Mark;Ramirez, Andrea
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam;Abramczyk, Nicholas;Collett, Johnny;Webster, Douglas;McCloskey, Amber;Talbert, Kent;Kean, Larry;Muniz, Carlos
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:27 +0000
To: Simmons, Lee (Dougie);Ham, Holly;Manning, James;Venable, Joshua;Ventimiglia, Eric;Lee, Ebony;Ferguson, Gillum;Eitel, Robert;Goad, Robert;Betka, Sue;Carter, Denise;Anand, Supreet;Anderson, Margo;Battle, Sandra;Brock, Thomas;Conaty, Joe;Cuffee-Graves, Cassandra;Dorfman, Cynthia;Gray, Jason;Mahaffie, Lynn;McFadden, Elizabeth;McLaughlin, Maureen;Navarro, Erica;Petersen, Molly;Rosenfelt, Phil;Ryder, Ruth;Soltis, Tim;Jackson, Candice;Smith, Kathleen;Green, Bianca;Viana, Jose;Botel, Jason;Menashi, Steven;Richey, Kimberly;Kissel, Adam;Walker, Kathryn;Wooten, Michael;Ramakis, Jessica;Hammer, Victoria;Jones, Diane;St.Pierre, Tracey;Viana, Aimee;Schneider, Mark;Eggleston, Chad
Cc: Bailey, Nathan;Sherman, Brandon;Oppenheim, Peter;Ramirez, Lisa;Kim, Ann;Honeysett, Adam;Abramczyk, Nicholas;Collett, Johnny;Webster, Douglas;McCloskey, Amber;Talbert, Kent;Kean, Larry;Muniz, Carlos
Subject:

Dial -in Number: (b)(6)
Participant Code:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 10 May 2017 16:08:33 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject: Daily Brief
Attachments: Untitled, Untitled, Untitled,

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Status of Alabama visit to ED

Dates & times of my call with NH Chief and Patrick's call with NHDE

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Coxen, Carrie;Botel, Jason
Subject:

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief-MOUS

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief/Scheduling Requests

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose*: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

(b)(6)

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose*: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

(b)(6)

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose*: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:28 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

(b)(6)

Purpose: Carrie and Jason will use this time Daily to discuss upcoming day and next day's events

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Page 074

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AMERICAN OVERSIGHT

Page 075

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(b)(6)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Brief

Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie
Subject:

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AMERICAN OVERSIGHT

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Subject:

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Purpose: *Carrie and Jason will use this time Daily to discuss upcoming day and next day's events*

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject:

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:29 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 30 May 2017 22:07:46 +0000
To: Botel, Jason;Coxen, Carrie;Grant, Damaris
Subject: Daily Debrief
Attachments: Untitled, Untitled

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:33 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Debrief

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:33 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Debrief

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To: Botel, Jason;Coxen, Carrie
Subject: Daily Debrief

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:33 +0000
To: Botel, Jason;Coxen, Carrie
Subject: Daily Debrief

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 21 Aug 2017 19:24:54 +0000
To: Botel, Jason;Coxen, Carrie
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 12 Jul 2017 18:14:54 +0000
To: Botel, Jason
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2017 13:11:46 +0000
To: Botel, Jason;Coxen, Carrie
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 16 Aug 2017 21:34:26 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher
Subject: (b)(6)

AMERICAN OVERSIGHT

From: (b)(6)
Sent: 17 Jul 2017 19:04:08 +0000
To: Chism, Monique;Washington, Mark;Botel, Jason;Coley, Jerine
Subject: (b)(6)

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 6 Oct 2017 21:35:41 +0000
To: Botel, Jason;Coxen, Carrie;Hunter, Tina;Washington, Mark
Subject: MEET: Appointee

Meeting Name: MEET: Appointee
Purpose: To discuss potentially hiring new political appointee.
Location: Jason's Office

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 14 Aug 2017 16:26:10 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa
Subject: MEET: OESE Senior Leadership Check-In
Attachments: Untitled, Untitled, Untitled, Untitled

(b)(6)

NOTE: *This is a recurring meeting for OESE Senior Leadership that will take place weekly for 30 mins.*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:35 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa
Subject: MEET: OESE Senior Leadership Check-In
Attachments: Agenda for OESE Leadership Meeting 10-10v2.docx

(b)(6)

NOTE: *This is a recurring meeting for OESE Senior Leadership that will take place weekly for 30 mins.*

MATERIALS

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:35 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa
Subject: MEET: OESE Senior Leadership Check-In

(b)(6)

NOTE: *This is a recurring meeting for OESE Senior Leadership that will take place weekly for 30 mins.*

AMERICAN OVERSIGHT

Sent: 3 Dec 2018 20:44:35 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa
Subject: MEET: OESE Senior Leadership Check-In
Attachments: Agenda for OESE Leadership Meeting 10-27.docx, RE_ OESE Sr Leadership Mtg Agenda.eml

MATERIALS

(b)(6)

NOTE: *This is a recurring meeting for OESE Senior Leadership that will take place weekly for 30 mins.*

AMERICAN OVERSIGHT

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AMERICAN OVERSIGHT

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(b)(5)

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AMERICAN OVERSIGHT

(b)(5)

From: Rinkus, Christopher
Sent: Monday, October 16, 2017 5:03 PM
To: Botel, Jason; Washington, Mark; Hunter, Tina; Ramirez, Lisa
Subject: RE: OESE Sr Leadership Mtg Agenda

Updated agenda attached. Last call for agenda items

From: Rinkus, Christopher
Sent: Monday, October 16, 2017 1:06 PM
To: Botel, Jason; Washington, Mark; Hunter, Tina; Ramirez, Lisa
Subject: OESE Sr Leadership Mtg Agenda

Please see attached and let me know if you have items you'd like added. Thank you!

Chris Rinkus

Christopher Rinkus
Special Assistant
Office of Elementary & Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Tel: (202) 453-5796
Email: christopher.rinkus@ed.gov

AMERICAN OVERSIGHT

AMERICAN OVERSIGHT

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

Sent: 3 Dec 2018 20:44:35 +0000
To: Botel, Jason;Coxen, Carrie;Rinkus, Christopher;Washington, Mark;Coley, Jerine;Hunter, Tina;Ramirez, Lisa
Subject:

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Aug 2017 20:47:50 +0000
Subject: MEET w/ Ebony

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 28 Jul 2017 19:59:44 +0000
To: Botel, Jason;Coxen, Carrie;Reynolds, Cody;Chism, Monique
Subject: MEETING: PHONE CALL: USVI Commissioner Sharon Ann McCollum
Attachments: US Virgin Islands Department of Education.pdf

Meeting Name: MEETING: PHONE CALL: USVI Commissioner Sharon Ann McCollum
Date: August 4th 11:30AM-Noon

Conference Call Information Jason Botel:
Number: (b)(6)
Participant: (b)(6)

USVI CORRESPONDENCE

AMERICAN OVERSIGHT

THE VIRGIN ISLANDS
DEPARTMENT OF EDUCATION
Office of the Commissioner

Main:
1834 Kongens Gade, Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00802-6746
Tel: 340/ 774-0100 • Fax: 340/ 779-7153

St. Croix:
2133 Hospital Street, Christiansted
St. Croix, U.S. Virgin Islands 00820-4665
Tel: 340/ 773-1095 • Fax: 340/ 773-9579

August 2, 2017

Mr. Jason Botel
Acting Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC

Dear Acting Assistant Secretary Botel:

Thank you for making time in your schedule to continue the conversation we began when we were in Washington, DC a few weeks ago meeting with Secretary of Education Devos. Governor Mapp and I greatly appreciate your interest and support in working with us on improving the educational opportunities for children and young adults in the US Virgin Islands.

I thought, as a prelude to our call, that it might be beneficial to share some ideas and talking points that reflect our current thinking. While we are beginning implementation of some of these ideas, we have a very long way to go.

One of the first outcomes I believe we have to achieve is the establishment of a formal, on-going partnership between the Virgin Islands Department of Education and senior leadership at the US Department of Education with the expressed goal of demonstrating new roles and relationships that emphasize education as the primary lever to bringing about significant civil, social, and economic change in the Virgin Islands.

Governor Mapp and I have identified three key initiatives. I have outlined them in more detail in an attachment. We believe these are essential to the well-being and growth of the Virgin Islands. These three initiatives are:

1) New School Construction/Existing School Renovation/Mitigation-Repair

2) Upgrading Student Academic Experiences and Teacher/Leader Performance

3) Economic Diversification and Career Preparation

Thank you again for your time and for this opportunity. I look forward to speaking with you soon.

Respectfully,

(b)(6)

Sharon Ann McCollum, Ph.D.
Commissioner of Education
US Virgin Islands

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AMERICAN OVERSIGHT

Page 144

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(b)(6)

of the Freedom of Information and Privacy Act

AMERICAN OVERSIGHT

From: Botel, Jason
Sent: 11 Jul 2017 11:24:40 +0000
Subject:

AMERICAN OVERSIGHT

From: Falken, Andrea
Sent: 18 Jul 2017 21:04:25 +0000
To: Falken, Andrea;Hill, Elizabeth;Clark, Lily;Ohnemus, Edward;Williams, Leslie;Bakely, Cole;Webb, Jo Ann;Botel, Jason;Landis, Patricia;Cohen-Boyer, Gillian;Chamberlain, Michael;Steenen, Paul;Kesner, Paul;Smith, Kathleen;Stratman, Karen;Bailey, Nathan;Dixon, Cindy;Kuzner, Caryn;Esquith, David;Swenson, Sue;Wills, Patrice;Dixon-Jefferson, Robin;Ryan, Sam;Cabell, Cynthia;Murray, Jacqueline L;Hoover, Joshua;Olson, Simone;McDonald, Jeff;Jasper, Carrie;Rosenfelt, Phil;Kumi, Aba;Dorfman, Cynthia;Wood, Paul;Smith, John;Bates, Monica;Padgett, Jennifer;Apostolides, Melissa;Petracca, Ronald;Kickbush, Peter;Reeves, Jennifer;Malico, Melinda;Plourde, Kevin;Ashe, Anya;Buchesky, Stanley;Brickman, Michael;Dowling, Maureen;Broadwater, Sara;Copsey-Maddox, Jeannie;Sullivan, Jermaine;Spencer, Kristina;Hopkins, Frances;Gardner, Ashley;Smith, George.Alan;Reynolds, Cody;Bridges, Kathrina;Mayo, Darlene;Bradshaw, Jim;Honeysett, Adam;Watkins-Foote, Kimberly;Williams, Bernice;Perez, Lizbeth;Julius, Barbara;Devine, Katherine;Grant, Theresa;Mould, Jim;Doyle, William;Ham, Holly;Robinson, Sharon;Allen, Pamela;Pledger, Gloria;Smigielski, Alan;Zimmermann, Jacquelyn;Harris, Sally;Dickard, Norris;Ross, Chareese;Miller, Rebecca;Rizzo, Juliette
Subject: (b)(6)

Greetings ED colleagues,

(b)(6)

Best,

Andrea Suarez Falken
Director, U.S. Department of Education Green Ribbon Schools /
Facilities, Health, and Environment Liaison
Office of Communications and Outreach
U.S. Department of Education

AMERICAN OVERSIGHT